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ABSTRACT

A staff development project designed a publication for the effective statewide dissemination of significant current or previous Section 353 special demonstration projects in adult literacy education in Pennsylvania and for the provision of feedback to project directors about their project's strengths and weaknesses. During the project, 72 programs were reviewed by a panel of six literacy experts. Projects submitted for review were in the following areas: workplace and family literacy, special populations, curriculum development, counseling, recruitment and retention, and research and program improvement. Twenty-six projects were selected as outstanding by the panel and 10 projects received honorable mention. These 36 projects were described in 6 FOCUS bulletins published between December 1994 and May 1995. The newsletters were distributed to adult basic and literacy education (ABLE) programs, the ABLE state task force, the 353 projects review committee, project directors, all librarians and legislators in the state, and adult basic education state directors and clearinghouses throughout the country. The FOCUS newsletters received 14.02 of a possible 15 points, or a 93 percent favorable rating from a reader survey, and 26 of the 27 agencies responding to the survey wanted the service maintained. (Program descriptions, project materials, and the six issues of FOCUS are included in the report.) (KC)

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# FOCUS on FEEDBACK

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FY 1994-1995

#99-5012 $18,405

Sherry Royce, Project Director

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# ABSTRACT

**Title:** FOCUS ON FEEDBACK
**Project No:** 99-5012 **Funding:** $18,405
**Project Director:** Sherry Royce **Telephone:** (717) 569-1993
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## PURPOSE:

*FOCUS ON FEEDBACK* was a staff development project designed to provide a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects and to provide feedback to 353 project directors as to their FY 1993-94 project's strengths and weaknesses.

## PROCEDURES:

*FOCUS* features projects recommended by a panel of six literacy experts who reviewed 72 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1993 and 1994. It includes projects in the areas of workplace and family literacy, special populations, curriculum development, counseling, recruitment and retention, and research and program improvement.

## SUMMARY OF FINDINGS:

Twenty-six projects were selected as outstanding by the panel and 10 projects received honorable mention. These projects were described in six *FOCUS* Bulletins published between December 1994 and May 1995. The final report includes the newsletters and an annotated listing of this year's outstanding projects.

## COMMENTS:

This year, feedback was provided to the 44 agencies whose projects were reviewed. Twenty-six of the 27 agencies responding to an accompanying feedback survey wanted this service maintained. In its yearly reader survey, ***FOCUS*** received a total of 14.02 out of a possible 15 points, or an 93% favorable rating.

## PRODUCTS:

Between December 1994 and May 1995, six issues of *FOCUS* were produced and distributed to Adult Basic and Literacy Education (ABLE) programs; the ABLE state task force, the 353 review committee, 353 project directors, all librarians and legislators in the Commonwealth and ABE state directors and clearinghouses throughout the nation.

## DESCRIPTORS:

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# FINAL REPORT

# FOCUS ON FEEDBACK

A 353 Special Project FY 1994-95

Funded by PDE: $18,405 #99-5012

## PROJECT SUMMARY

### BACKGROUND

For the past ten years, Pennsylvania has had a process in place for the identification, review, selection, and promotion of exemplary 353 special projects. *FOCUS* Bulletins offer ABLE practitioners homebound staff development as a supplement to regional workshops and state conferences and provide regional staff development centers with information about outstanding practices that can be replicated to meet the needs of their area. *FOCUS* has been hailed by the US Department of Education's Division of Vocational and Adult Education as a model for the nation (*February 1987 Digest of 310 Evaluation Methods).* Over the years, project staff have provided information to other states regarding the *FOCUS* process; the most recent inquiry being received from Texas on March 16, 1994. This year, as a new service. 353 project directors received feedback as to the strengths and weaknesses of their special projects (see Appendix A) as well as *FOCUS* panel members' suggestions for improvement.

### Goals and Objectives

The goals and objectives for *FOCUS* 1994-95 were twofold. The primary goal of this year's project was to prepare and publish a newsletter whose purpose was the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects. A secondary goal was to provide 353 project directors feedback on the FY1993-94 project(s) they produced. The following objectives put forth to meet these goals were all accomplished.

1. Identify, classify, and distribute special projects to *FOCUS* panel members.
2. Review and select exemplary projects having statewide significance.
3. Publish six *FOCUS* Bulletins featuring Pennsylvania's 1993-94 exemplary 353 projects.
4. Provide 353 project directors with the panel's comments regarding their 353 projects.
5. Evaluate *FOCUS* via surveys to readers, PA Clearinghouses, and 353 project directors.

## Outstanding Project Selection Process

Six adult educators and the FOCUS editor reviewed 72 special projects from FY 1993 and FY 1994 in the areas of family and workplace literacy, special populations, curriculum development, recruitment and retention, and research and program improvement. Twenty-six projects were selected as exemplary and 10 received an honorable mention.

**The Focus Panel**. The following Focus panel members were selected to represent diverse areas of adult education expertise, including program administration; staff development; volunteer and literacy management and training; family and workplace programs; instruction for ESL, ABE, GED adults and programs for special populations including the learning disabled, seniors, and institutionalized adults.

**Jane Ditmars,** Region VII Staff Development Coordinator

**Carol Goertzel**, Executive Director of WAWA, Inc.

**Cheryl Harmon,** PDE Adult Education Clearinghouse AdvancE, *ex officio*

**Chris Kemp,** PDE Western Adult Literacy Center

**Joan Leopold**, Adult Education Director, Harrisburg State Hospital

**Carol Molek,** Director TIU 11 Adult Education and Job Training Center

**Kathy Kline,** Executive Director of The Adult Learning Center, Inc.

**Sherry Royce,** Focus Project Director, *ex officio*

Two panel members serve as regional staff development center staff while another is a former regional staff development center coordinator. Chris Kemp, in her role as Resource Specialist for the Western Adult Literacy Center, joined the panel this year and Cheryl Harmon, a former panel member and Resource Specialist for AdvancE, sat in on the review meeting as an *ex officio* member of the team.

**Rating the Projects:** The project director screened the FY 1993 and 1994 special projects, assigned them to appropriate categories, and arranged for them to be sent to panel members. Criteria for the review were adapted from those established by the USOE's Clearinghouse ADELL. The four major selection indicators for determining outstanding projects are:

1. *INNOVATION:* Addresses major priorities, Creative use of resources;
2. *EFFECTIVENESS:* Objectives and outcomes are clearly stated; Materials are linked to results; Content is appropriate for the target audience;
3. *ADAPTABILITY:* Reports and/or curricula are clearly written; Little staff training is needed;
4. *FINAL REPORT:* Complete description of all products included; Well organized; Attractive format.

On a five point scale, the highest rating attainable is Excellent (5) followed by Superior (4) and Good (3). Projects with less than a good rating in any category cannot be rated as outstanding. They may, however, receive an *HONORABLE MENTION* if they excel in any one category. Working at home with evaluation worksheets that reflect these criteria (See Appendix B), members of the FOCUS panel rated and ranked the 353 projects produced by Pennsylvania adult educators in FY1993 and 1994.

**The Evaluation Session:** The FOCUS evaluation session took place on November 17, 1994 in the PDE building in Harrisburg. During the morning session, matched teams that had read the same projects discussed and agreed upon their selections for outstanding projects in their categories (i.e. Curriculum, Program Improvement, Special Populations). In the afternoon group discussion, each team presented their selections to the entire panel.

## FOCUS BULLETINS

The 26 projects that received an outstanding rating and the 10 projects that were considered as Honorable Mentions were highlighted in six FOCUS Bulletins published between December 1994 and May 1995. Topics for this year's bulletins were:

1. Family Literacy
2. Workplace Literacy
3. Curriculum Development
4. Special Populations
5. Research and Program Improvement
6. Recruitment and Retention.

Each issue contained a column featuring exemplary 353 projects from previous years that addressed the theme of the issue. The Bulletins were distributed to over 2000 adult literacy and basic education practitioners in the Commonwealth including all ABE/ESL/GED and Act 143 Literacy programs. They were also sent to the ABLE state task force; the 353 review committee; 353 project directors; all librarians and legislators in the Commonwealth; state departments of education, and state, regional and national adult education clearinghouses.

The following Resource Index lists exemplary special projects as featured in FOCUS Bulletins. *What's the Buzz* received a similar listing specifying the publication schedule for this year's exemplary projects. Appendix C provides an annotated listing of these projects. This annotated listing of exemplary projects was sent to AdvancE, to the Western Adult Literacy Center and to PDE Bureau of ABLE's nine regional staff development centers.

# TABLE 1: FY 1994-95 FOCUS RESOURCE INDEX

| *PROJECT* | *ISSUE* | *PROGRAM* |
|---|---|---|
| Adding Family Numeracy to ABLE Programs | DECEMBER | Community Action SW |
| Exploring the Wonders of Books, I & II | *Family* | Gertrude A Barber Center |
| Literacy Awareness Through Improvisations | *Literacy* | New Castle Public Library |
| Parenting Resource Book | *Issue* | Center for Literacy, Inc. |
| Sharing Literacy Models: Deaf Adults, Deaf Children and Their Families | | PA School for the Deaf |
| Teach Your Children: Learning Differences | | TIU Adult Ed and Job Train. |
| When Bonds Are Broken | | Northampton Com.. College |
| Finding the Missing Link: Expaning the Role of Literacy Councils in the Workplace | JANUARY | Greater Pittsburgh Literacy Council |
| TNT: Teams Need Training | *Workplace* | CIU 10 Adult Dev. Center |
| Worker-Centered Learning | *Literacy* | PSU ISAL |
| Workforce Basics | *Issue* | Center for Literacy, Inc. |
| Workplace Literacy SelfTest | | Northampton Comm. College |
| The 1994 ABLE Curriculum Guide | FEBRUARY | Royce & Royce, Inc. |
| 1994 Math Literacy | *Curriculum* | Center for Literacy, Inc. |
| ABLE as Storytelling | *Development* | Lincoln IU 12 |
| Beyond the GED with Physical Science | *Issue* | Mercer County Vo-Tech |
| Don't Know Much about Geography | | LSH Women's Program |
| Science and Math Applications | | TIU Adult Ed and Job Train. |
| Curriculum for Multicultural Populations | MARCH | LSH Womens Program |
| Exploring the Past | *Special* | GEGAC Training Inst. |
| Family Literacy in Bridge Housing, II | *Populations* | Pittsburgh Lit. Incentive |
| Hand in Hand: Skills Activities for ESL Tutors and Students | *Issue* | Lutheran CFS |
| Mentors for College-bound ESL Students | | Reading Area CC. |
| Pennsylvania Citizen Handbook | | TIU Adult Ed and Job Train. |
| Platinum Historical Literacy Class | | Schuylkill IU 20 |
| Learner Centered Alternative Assessment of Student Progress | APRIL | LSH Women's Program |
| Literacy Lending Library | *Research and* | Tri-County OIC, Inc. |
| Modified Assessment for Adult Readers | *Program Improvement* | Mid-State Literacy Council |
| Project PAL Resources | *Issue* | CIU 10 Adult Dev. Center |
| Research Distilled | | New Educational Projects |
| Research on Current ABLE Services | | PSU ISAL |
| Focus on the Workplace: An Alternative Project to Reclaim HS Dropouts | MAY | Community Action SW |
| Retaining Reluctant Learners in ABE | *Recruitment* | PSU - Monroeville |
| Transition Time: Student Goals Beyond the GED | *and Retention* | LSH Women's Program |
| Understanding Our Youngest Students | *Issue* | TIU Adult Ed and Job Train. |
| Written Recruitment Plan for ABE/Literacy Programs | | Grt. Pittsburgh Lit. Council |

# Feedback to 353 Project Directors

In order to provide a foundation for the feedback to 353 project directors, the *FOCUS* coordinator prepared an analysis of 353 projects funded to local agencies between 1984 and 1994. During this period, 50 agencies were funded for single projects and 75 agencies were funded for two or more projects (506 projects). State-oriented projects such as clearinghouses, regional centers, conferences and on-going publications were not included in the data base. From 1984 to 1994, approximately $5,881,047 was spent to fund the 556 special projects, or an average of $10,557 per project.

Of the 50 agencies funded for only one project during this 10-year span, three projects were rated exemplary. These outstanding projects received $38,052 in funding or 9% of the $411,993 expended by the 50 agencies receiving only one project. During the same time period $5,469,054 was spent on 506 projects funded to 75 agencies, each of whom received two or more grants. Fifty of these agencies produced 171 exemplary projects costing $2,111,048 or 39% of the total money allocated to multiple grant agencies. Ten of these agencies with three or more grants each produced 138 special projects between 1984 and 1994, 80 (58%) of which were deemed exemplary. The raw data for the statistics quoted above was provided to PDE's Bureau of ABLE.

Each of 44 special project directors with a FY1993 or 1994 special project reviewed by the *FOCUS* panel received: 1) a letter explaining the feedback process; 2) a response form asking their agency to comment on the value of this feedback; 3) a 10-year analysis of their agency's success in mounting exemplary programs; and 4) an Evaluation Worksheet for each project reviewed (See Appendix A).

The 10-year analysis provided a comparison of the agency's ranking with that of agencies ranking 40% or higher in terms of exemplary projects produced. It listed the title, year and rating for each of the agency's exemplary special projects. The project evaluation worksheet included panelists' remarks about their project's strengths and weaknesses, comments and recommendation for use. This worksheet also included a numerical rating for selection indicators that address the criteria of Innovation, Effectiveness, Adaptability and Final Report.

# Project Evaluation

## Evaluation from Feedback Recipients:

Twenty-seven of the 44 agencies that received feedback on their special projects (61%) completed the response form with 26 of these indicating the feedback was valuable and they wanted the process

continued. The project director responded to two phone calls. She assured one agency that the 10-year analysis and listing of their agency's exemplary projects was provided for their use and was not sent out to other local projects. She noted a valid concern that products produced by small staff development projects should be judged by different criteria than those used to determine excellence for large special demonstration projects. This will be addressed next year by reviewing and revising *FOCUS* selection indicators for products produced by small staff development projects.

## The 1994-95 Reader Survey

The May *FOCUS* Bulletin contained a Reader Survey (See Appendix D). The following tables and comments provide an analysis of reader characteristics and preferences.

### TABLE II: Characteristics of FOCUS Readers

**Positions**

| Administrators/ Project Directors | Instructors Tutors | Trainers | Curriculum Specialists | Staff Development Specialists | Counselors | Other |
|---|---|---|---|---|---|---|
| 53% | 18% | 12% | 8% | 8% | 1% | |

**Agencies**

| Community Based Organization | Local Education Agency | Literacy Council | Community College/University | Institutions | Private Sector Business/Industry | State Government |
|---|---|---|---|---|---|---|
| 39% | 17% | 14% | 12% | 6% | 6% | 6% |

**Funding**

| Act 143 | ABE/GED | JPTA | Other Federal | Welfare | State | Private Sector/ |
|---|---|---|---|---|---|---|
| 20% | 25% | 9% | 9% | 6% | 13% | 18% |

While 88% of the completed surveys came from Pennsylvania adult educators, over one-fifth of the respondents were administrators and staff development specialists from Arkansas, California, Kentucky, Illinois, Indiana, Mississippi, New York, Texas and Utah. Readers showed a wider diversity in positions and responsibilities than in previous years indicating that *FOCUS* is no longer just a homebound staff development vehicle for administrators or project directors but is now recognized as a viable resource for instructors and other ABLE staff.

There has also been a shift in readership in terms of agencies served. Community based organizations lead local educational agencies and literacy councils for the first time since 1984 and *FOCUS* shows gains in readership in higher education institutions and the private sector. The changes in agencies sponsoring ABLE programs and thus *FOCUS* readers are due no doubt to an expansion of sources of

funding beyond federal ABE/GED and state Act 143 monies. However, it must be kept in mind that this report merely documents the number of sources of funding available to *FOCUS* readers and **not** the dollar amounts received by their programs.

## TABLE III: READER PREFERENCES

| Preference for Issues **Lowest Rank - Highest Preference** | Average | No. of Firsts | No of Seconds | No of Thirds | No of Fouths | No of Fifths | No of Sixths |
|---|---|---|---|---|---|---|---|
| Curriculum | 2.95 | 8 | 14 | 4 | 6 | 6 | 3 |
| Recruitment & Retention | 3.15 | 7 | 7 | 12 | 5 | 8 | 2 |
| Family Literacy | 3.45 | 9 | 6 | 6 | 4 | 7 | 8 |
| Workplace Literacy | 3.72 | 11 | 3 | 1 | 7 | 5 | 12 |
| Research/Program Improvement | 3.78 | 2 | 8 | 9 | 9 | 4 | 9 |
| Special Populations | 3.93 | 4 | 3 | 8 | 9 | 9 | 7 |
| Want other states 353s reviewed | 60% | | | | | | |
| Requested 353s from Advance | 88 | | | | | | |
| Requested 353s from Proj. Dirs. | 17 | | | | | | |

Readers were asked to rate the six *FOCUS* issues as to the topics that were most interesting and useful to them. Once again Curriculum Development was a clear favorite, with Recruitment and Retention leading the also-rans. The table above lists reader preferences in more detail. It should be noted that family literacy and workplace earned nearly as many *lasts as firsts*.

## TABLE IV: FOCUS EFFECTIVENESS RATING 1984-1995

| **Comparative Ratings** | **1995** | **1994** | **1992** | **1990** | **1988** | **1986** | **1984** |
|---|---|---|---|---|---|---|---|
| Organized | 2.8 | 2.7 | 2.6 | 2.7 | 2.7 | 2.6 | 2.8 |
| Informative | 2.9 | 2.7 | 2.8 | 2.9 | 2.7 | 2.7 | 2.8 |
| Understandable | 2.8 | 2.6 | 2.7 | 2.7 | 2.7 | 2.7 | 2.8 |
| Interesting | 2.8 | 2.7 | 2.6 | 2.7 | 2.6 | 2.6 | 2.6 |
| Useful | 2.8 | 2.5 | 2.6 | 2.7 | 2.6 | 2.5 | 2.3 |
| **TOTAL** (15 is highest possible) | 14.1 | 13.2 | 13.3 | 13.3 | 13.3 | 13.1 | 13.3 |
| **AVERAGE** (3 is highest possible) SCORE | **2.82** | **2.64** | **2.66** | **2.74** | **2.66** | **2.62** | **2.6** |

A four point rating scale was used to evaluate the *FOCUS* Bulletins with 0 as the lowest possible rating and three as the highest. This year, out of a possible 15 points in five areas, *FOCUS* received an average score of 14.1 or a 93% Approval Rating, the highest in its history. A comparison of the *FOCUS* 1994-95 ratings with previous years shows consistency over time.

### *READER COMMENTS (See Appendix E for letters)*

In publications, as in any product, the real test of value is in demand. Last year's *FOCUS on Excellence* has been selected by ERIC for inclusion in its database. *FOCUS* was included by Literacy Volunteers of America, Inc. (LVA) in its list of 14 publications of greatest use of members of the LVA network. The *FOCUS* editor gets numerous telephone calls and letters each year requesting:

additional copies of issues of interest to the reader:

> I would like to obtain a copy of the February 1995 issue of Focus on Literacy which features information about some of the Section 353 projects. Because I teach in a G.E.D. program, I cover many of the subject areas mentioned and find it important to be current on curriculum development. Mary Warfel, Expectant and Parenting Youth Program, Lehigh Valley PIC

requests to be put on the mailing list:

> I have recently become the Program Coordinator for The Chicago Public Library Adult Basic Reading Program...Your newsletter was included in a packet of information I received from our funding office. I was surprised and awe struck when I learned of your volunteer support in Pennsylvania. We needs lots of assistance in this and other areas in our city-wide efforts...Please add our program to your mailing list. Phaefra Leslie, Coordinator, ABR, Chicago Public Library

and just plain thanks!

> Just a note to tell you how much we enjoy your newsletter. It's great to know the issues we are involved with are the same as others. The workplace literacy issues was great!
>
> Freda Peppard, Executive Director East Texas Literacy Council

Survey respondents indicated that they had requested 88 special projects from AdvancE and 17 from local 353 directors. AdvancE, in reviewing their circulation file estimated that they had received 250 requests for 353 projects featured in *FOCUS* Bulletins and the Western Adult Literacy Center logged project requests at 63.

The following comments by *FOCUS* readers provide a rough idea of the various reasons this newsletter has remained valuable to ABLE practitioners since 1984 and how information contained in the Bulletins is spread to other staff members and programs.

**ILLINOIS COMMENTS:**

I share my copies of Focus with colleagues. All the issues are excellent. My family and workplace coordinators would perhaps rank otherwise. Especially with so much of the library funding in limbo, your center provides an important information sharing source.

Community College of Moline, IL

## ARKANSAS COMMENTS:

I think there's some very good material in the newsletter and very interesting to read about actutal projects. Ozark Literacy Council, Inc. Arkansas

## NEW YORK COMMENTS:

I've always had extremely good service, found the information very useful. We are an LVA affiliate and are always looking for new and fresh ideas. Thank you.

*FOCUS* is unique among the newsletters I see from around the country. If only every state had a *FOCUS*. It's so hard to get information on 353 projects from many states that I wonder who besides the project developers knows of them and uses them. I would, however, like to see more on ESL projects, instead of having them be only one of several categories in Special Populations. Schlossberg, LVA.

I could not receive the projects I requested from Advance because we are out of state. I appreciate the assistance/resources from PA as I am from NY. I requested information on specific 353 projects but was informed that I could not receive them and to contact the NYS literacy resource center. However, the NYS center has not responded to letters and telephone calls.

## KENTUCKY COMMENTS:

I would like to know how to acquire or purchase materials.

Kentucky Center for Adult Education and Literacy.

## CALIFORNIA COMMENTS:

I appreciate being able to keep up on PA literacy adult education, even thought I now work in CA. Please keep it coming. Thanks. Adult Literacy, California State Library

## UTAH COMMENTS:

I have enjoyed receiving this publication. Salt Lake City Literacy Council

## PENNSYLVANIA COMMENTS:

The Focus newsletter is always informative and directs me to read various 353 projects.
CBO Pittsburgh

Excellent Publication. Keep up the good work. Harrisburg Institution.

Our instructors have only recently been receiving FOCUS and intend to start requesting projects from AdvancE for review. Private Industry Council of Lehigh Valley
This is one of the best pieces of Adult Ed literature available. Nice work.
Williamsport CBO

As a new administrator of adult education programs, I have found FOCUS to be a valuable resource for ideas, information, etc. I will be borrowing more projects for review.
Philadelphia LEA

Excellent Resource. One I look to for follow-up contact to Advance. Keep up the good work, Sherry! It is useful for corrections and our street literacy program.
Education Department, SCI Huntingdon

The information in the newsletter is outstanding. However, the design is too cramped - white space is ok. CIU 10 Development Center for Adults

I think you always do a great job! Elwyn Institute

Please put me on your mailing list so I can receive all issues and not just borrow from others.
Dr. Meryl Lazar, University of Pittsburgh

I really like this publication. It has very relevant information. Good job! Lehigh University

This is a needed bulletin and is not only informative but useful and insightful.
Council of Spanish Speaking Organizations, Philadelphia.

I like the general format of Focus on Literacy. I would very much appreciate an issue dedicated to learning disabilities and adults. The rating schedules for materials are helpful and I pass them on to my colleagues. I have not used the 353 project information as yet.
Learning Connection, Philadelphia.

How long do the panel members stay on the panel. Are these slots open to others?
Pittsburgh Family Literacy Program

# APPENDIX A

# FOCUS PUBLICATIONS

**SHERRY ROYCE**
1938 Crooked Oak Drive • Lancaster, PA 17601
Telephone: (717) 569-1663 • Fax: (717) 560-9903

February 1, 1995

Kathy Kline, Exec. Director
Adult Learning Center, Inc.
411 Eagleview Blvd.
Exton, PA 19341

Dear Kathy:

Ever year since 1984, the Focus project has reviewed and evaluated 353 projects funded by the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE). Those projects deemed exemplary by a panel of expert program directors, curriculum and staff development specialists are then featured in the *FOCUS on Literacy* bulletin published six times a year.

In addition to providing this information to the field at large, this year's project, *Focus on Feedback*, seeks to be more responsive to individual project directors by providing you with:

1. A 10-year analysis of your agency's success in mounting exemplary projects
2. A detailed evaluation of your agency's 1993-94 special projects and staff development projects (with products).
   a. Some 1992-93 projects that were not available for review last year are included.
   b. No regional staff development center, state-sponsored summer conferences, or on-going (Passages, What's the Buzz) special projects are included.

As you must realize, feedback is a labor-intensive job. If I am to continue to provide this information to you each year, it is important for me to know that it is valuable to you. Please complete the enclosed response form and mail or fax it to me at your earliest convenience.

Sincerely yours,

Sherry Royce, Project Director
Focus on Feedback

encs

**PROJECT TITLE:** Don't Know Much About Geography

**Agency:** LSH Women's Program
**Project Director**: Daryl Gordon

**Project #**: 98-3030
**Cost:** $22,808

**Project's Components**

☒ Final Report ☒ Resource Guide ☐ Manual

**To which ABLE staff is project addressed?**

☐ Administrators ☒ Teachers ☐ Tutors ☐ Trainers ☐ Counselors ☐ Learners ☒ Staff Development Specialists

**To which ABLE program population is the project addressed?**

☐ 0-4 Literacy ☒ ABE ☐ ESL ☒ GED ☐ Institutional ☒ Family Literacy ☐ Workplace ☐ Other _____

## I. What are the major strengths of the project/products?

**This excellent curriculum manual on geograpjy works from the familiar (the neighborhood) to the less well known. It provides interesting kinesthetic-tactile exercises, and a multi-cultural focus. There is good resource information and suggestions for cooperative learning.**

## II. What are the major weaknesses of the project/products?

**The curriculum has almost no information about Asia. Field testing with four classes is mentioned in the final report but no information about how many students were included. I would have to have seen some of the student evaluations forms, not just a few excepts.**

## III. Comments

**The answer sheets and references were very clear as were the instructions and suggestions. I liked the variety of activities which address multiple learning styles. The report title doesn't match the product title — it would help if the titles were matching and the cover labeled Final Report and Product.**

## IV. Recommendations for Use

**An excellent resource for an area of knowledge rarely covered. This whole project can be easily adapted and used to supplement basic GED social studies curriculum. This can be adapted for use by tutors and with low-level or L.D. students.**

# FOCUS EVALUATION WORKSHEET

Project Title Don't Know Much About 9org. Project Cost 23,808

Project Director : Daryl Gordon PDE # 98-3030

| | SELECTION INDICATORS FOR<br>I = Innovation E = Effectiveness<br>A = Adaptability FR = Final Report | Product | Process | Final Report |
|---|---|---|---|---|
| I-1 | Addresses priority/Improved materials/strategies | 5 | 5 | 5 |
| I-2 | Model for an important need | 5 | 5 | 5 |
| I-3 | Creative use of resources | 5 | 5 | 5 |
| I-4 | Significant addition to the field | 5 | 5 | 5 |
| E-1 | Objectives clearly stated | 4 | | 5 |
| E-2 | Outcomes clearly described | 4 | | 4 |
| E-3 | Content appropriate for target population | 5 | | 5 |
| E-4 | Intended use of materials/strategies identified | 5 | | 5 |
| E-5 | Materials/processes linked to outcomes | 4 | | 4 |
| E-6 | Participant changes described | 4 | | 4 |
| E-7 | Effectiveness documented | 4 | | 4 |
| E-8 | Evaluation component documented (third party, review panel, user survey) | 4 | | 4 |
| A-1 | Little administrative time needed to adapt | 5 | 5 | 5 |
| A-2 | Little staff training needed for adoption by another agency | 5 | 5 | 5 |
| A-3 | Overall cost efficiency (usable by small agencies) | 5 | 5 | 5 |
| A-4 | Overall transferability (ability to duplicate materials, processes) | 5 | 4 | 5 |
| A-5 | Parts usable | 5 | 5 | 5 |
| FR-6 | Adequate instruction for using Product/Process | 4 | 4 | 4 |
| FR-1 | Conforms to PDE directions (order, contacts, all components included) | 5 | 5 | 4 |
| FR-2 | Organization (table of contents, headings, time lines, | 5 | 0 | 4 |
| FR-3 | Complete description of products produced | 4 | 0 | 5 |
| FR-4 | Appearance ( layout,, spelling, grammar, quality of copy and packaging) | 5 | 0 | 4 |
| FR-5 | Readability (Report, materials clearly written, concise, informative) | 5 | 0 | 5 |

SUMMARY OF RATINGS

E 0 1 2 3 4 (5)

I 0 1 2 3 (4) 5

A 0 1 2 3 4 (5)

FR 0 1 2 3 4 (5)

**Instructions:** Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the

**TOTAL RATING:** 19

# Alphabetical Listing of Agencies with 1992-93 and 1993-94 Project Reviewd by FOCUS

26 of 27 Agencies Responding to Feedback Survey (*) Wanted Feedback Maintained

| | AGENCY | PROJECT NAME | YEAR | PROJECT # |
|---|---|---|---|---|
| 1 | Adult Literacy Center of the Lehigh Valley | Teachers Training Teachers in Cultural Communication and Curriculum | 1992-93 | 99-3018 |
| 2 | Alle-Kiske Literacy Council | Steps to Success | 1993-94 | 98-4042 |
| 3 * | Gertrude A. Barber Center | Continuing the Exploration of Books | 1993-94 | 98-4022 |
| | | Exploring the Wonders of Books | 1993-94 | 98-3016 |
| 4 | Bethlehem Area Chamber of Commerce | Jump into Reading | 1993-94 | 98-4052 |
| 5 * | Catholic Charities/IRS | Study Guide to Prepare for New Written Citizenship Exam | 1992-93 | 99-3027 |
| 6 * | Center for Alternative Learning | Improving Spelling Skills in Adults with Learning Disabilities | 1993-94 | 98-4041 |
| | | Staff Development Course on Learning Difficulties | 1993-94 | 98-4032 |
| | | Staff Development Workshops About Learning Disabilities | 1993-94 | 98-4033 |
| 7 * | Center for Literacy | Math Literacy | 1993-94 | 98-4020 |
| | | Parenting Resource Book | 1993-94 | 98-4007 |
| | | Workforce Basics | 1993-94 | 98--4008 |
| 8 * | Centre IU 10 | Project PAL | 1993-94 | 98-4023 |
| | | Project Share | 1992-93 | 99-3007 |
| | | Teams Need Training | 1993-94 | 99-4007 |
| 9 | Central Susquehanna IU 16 | Library Computer Assisted Tutoring | 1993-94 | 98-4006 |
| 10 | Chester County IU | Atkinson Project Center Adult Literacy Program | 1993-94 | 98-4051 |
| 11 * | Community Action Southwest | Adding Family Numeracy | 1993-94 | 98-4019 |
| | | Focus on the Workplace: Alter. H.S. Collaborative Proj. to Reclaim H.S. Dropouts | 1993-94 | 98-4028 |
| | | Handbook for Tutor Training in an ESL Program for Migrant Workers | 1992-93 | 99-3011 |
| 12 | Employment & Training (Huntingdon County) | Workforce Literacy Project, GATP | 1992-93 | 98-3004 |
| 13 * | Fayette County Community Action | Connect: Inmate Advocacy | 1993-94 | 98-4018 |
| | | Cooperative Family Literacy Project | 1992-93 | 98-3014 |
| 14 * | Greater Erie Community Action Committee | Exploring the Past: Senior Literacy Model | 1992-93 | 98-3003 |
| 15 * | Greater Pittsburgh Literacy Council | Find the Missing Link: Expanding the Role of Literacy Councils in Workplace Ed. | 1993-94 | 98-4029 |
| | | Thresholds: Program to Increase Retention of African-American Men | 1993-94 | 98-4000 |
| | | Written Recruitment Plan for ABE/Literacy Programs | 1993-94 | 98-4001 |
| 16 | IndoChinese-American Council | Developing a Pre-Employment Skills Curriculum for the ESL Learner | 1992-93 | 98-3010 |
| 17 | LaSalle University Urban Studies Center | Second Time Around: Family Literacy | 1992-93 | 98-3048 |
| 18 * | Lehigh County Community College | Topics for Lehigh County Seniors II | 1993-94 | 98-4021 |
| 19 * | Lincoln IU 12 | Adult Basic and Literacy Education as Storytelling | 1993-94 | 98-4027 |
| 20 | LSH Women's Program | Curriculum for Multicultural Populations | 1993-94 | 98--4033 |
| | | Don't Know Much About Geography | 1992-93 | 98-3030 |
| | | Learner-Centered Alternative Assessment of Student Progress | 1993-94 | 98-4036 |
| | | Transition Time: Student Goals Beyond the GED | 1993-94 | 98-4014 |
| | | Women's and Community Issues Magazine | 1993-94 | 98-4039 |
| 21 | Lutheran Children and Family Service | Hand in Hand: Tutor Development Handbook | 1993-94 | 98-4050 |
| 22 * | Lycoming County Library | Using Staff Development to Improve Retention of Special Needs Students | 1992-93 | 98-3067 |



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# Alphabetical Listing of Agencies with 1992-93 and 1993-94 Project Reviewd by FOCUS

| | AGENCY | PROJECT NAME | YEAR | PROJECT # |
|---|---|---|---|---|
| 23 | Manito, Inc. | Context: An Inmate Newsletter | 1992-93 | 98-3023 |
| 24 * | Mayor's Commission on Literacy | Collaborative Learning: Key to Empowerment & Partcipation in the 90s | 1993-94 | 98-4032 |
| | | Education for Democracy: Developing a Civic Literacy Curriculum | 1993-94 | 98-4031 |
| 25 * | Mercer County AVTS | Beyond the GED with Physical Science | 1993-94 | 98--4024 |
| 26 * | Mid-State Literacy Council | Modified Assessment for Adult Readers - Collage | 1993-94 | 98--4043 |
| 27 * | New Castle Public Library | Literacy Awareness Through Improvisation | 1993-94 | 99--4009 |
| 28 * | New Educational Projects | Research Distilled: Practical Summaries of Adult Education 353 Research Projects | 1993-94 | 98-4022 |
| | | Second Wind: How Adults Read | 1993-94 | 99-4022 |
| 29 * | Northampton Community College | When Bonds Are Broken: Year II | 1993-94 | 98-4004 |
| | | Workplace Literacy Self-Test | 1993-94 | 98-4017 |
| 30 | Partners for ESL, Inc. | Partners in Community Living | 1993-94 | 98-4040 |
| 31 * | Pittsburgh Literacy Initiative (Goodwill) | Family Literacy in Bridge Housing | 1993-94 | 98-4059 |
| 32 | Programs for Exceptional People | Comprehensive Services for School Age Adults: History & Me Curriculum | 1993-94 | 98-4049 |
| 33 * | PSU ISAL | Development of a Curriculum to Enhance Adult Learners' Higher Order Skills | 1993-94 | 98--4003 |
| | | Research on Current ABLE Services and Recommendations for Achieving PA 2000 | 1993-94 | 98-4011 |
| | | Worker-Centered Learning: Developing a Basic Skills Curriculum & Manual | 1993-94 | 98--4013 |
| 34 * | PSU Monroeville | Retaining Reluctant Learners in ABE through the Student Intake Period | 1992-93 | 98-3036 |
| 35 | PSU WPSX-TV | National Issues Forums: Citizenship Though Literacy | 1992-93 | 99-3049 |
| 36 | Reading Area Community College | Mentors for College Bound ESL Students | 1993-94 | 98-4019 |
| 36 * | School District of Philadelphia | Developing an Educational Tracking System for Incarcerated Learners | 1993-94 | 98-4012 |
| 38 * | Schuylkill IU 29 | Comunnicleansory Training | 1993-94 | 98-4046 |
| | | Good Citizens Through Literacy Network | 1993-94 | 98-4047 |
| | | Platinum Historical Literacy Class | 1992-93 | 98-3037 |
| 39 * | State College Area S.D. | Discover Pennsylvania | 1993-94 | 98-4009 |
| 40 * | Susquehanna Co. Volunteer Literacy Council | Overcoming the Fear | 1993-94 | 98-4018 |
| 41 * | Temple University | Counseling & Life Coping Workshop for Unemployed Workers | 1992-93 | 98-4034 |
| 42 * | TIU Adult Education and Job Training Center | PA Government: Handbook for Citizens | 1993-94 | 99-4037 |
| | | Science and Math Applications | 1993-94 | 99--4029 |
| | | Seniors: Community Connection | 1993-94 | 98-4010 |
| | | Staff Development: Understanding Our Youngest Students | 1993-94 | 99--4028 |
| | | Teach Your Children: Learning Differences | 1993-94 | 98--4038 |
| 43 | Tri-County OIC, Inc. | Literacy Lending Library | 1992-93 | 98-3040 |
| | | Operation LinkUp: Institutional Delivery Through Technology | 1993-94 | 98--4002 |
| 44 | Western PA Center for the Deaf | Sharing Literacy Models: Deaf Adults, Deaf Children and Their Families | 1992-93 | 98-4048 |

# APPENDIX B

# FOCUS EVALUATION WORKSHEET

**PROJECT TITLE** _____

**Focus Topic Area**_____

I. List the project's components

II. What are the major strengths of the project/products?

III. What are the major weaknesses of the project/products?

IV. Comments (project, products, final report):

# FOCUS EVALUATION WORKSHEET

**Project Title**_____ **Project Cost** _____

**Project Director :**_____ **PDE #**_____

| | SELECTION INDICATORS FOR<br>I = Innovation E = Effectiveness<br>A = Adaptability FR = Final Report | Product | Process | Final Report |
|---|---|---|---|---|
| I-1 | Addresses priority/Improved materials/strategies | | | |
| I-2 | Model for an important need | | | |
| I-3 | Creative use of resources | | | |
| I-4 | Significant addition to the field | | | |
| E-1 | Objectives clearly stated | | | |
| E-2 | Outcomes clearly described | | | |
| E-3 | Content appropriate for target population | | | |
| E-4 | Intended use of materials/strategies identified | | | |
| E-5 | Materials/processes linked to outcomes | | | |
| E-6 | Participant changes described | | | |
| E-7 | Effectiveness documented | | | |
| E-8 | Evaluation component documented (third party, review panel, user survey) | | | |
| A-1 | Little administrative time needed to adapt | | | |
| A-2 | Little staff training needed for adoption by another agency | | | |
| A-3 | Overall cost efficiency (usable by small agencies) | | | |
| A-4 | Overall transferability (ability to duplicate materials, processes) | | | |
| A-5 | Parts usable | | | |
| FR-6 | Adequate instruction for using Product/Process | | | |
| FR-1 | Conforms to PDE directions (order, contacts, all components included) | | | |
| FR-2 | Organization (table of contents, headings, time lines, | | | |
| FR-3 | Complete description of products produced | | | |
| FR-4 | Appearance ( layout,, spelling, grammar, quality of copy and packaging) | | | |
| FR-5 | Readability (Report, materials clearly written, concise, informative) | | | |

SUMMARY OF RATINGS

E
0 1 2 3 4 5

I
0 1 2 3 4 5

A
0 1 2 3 4 5

FR
0 1 2 3 4 5

**Instructions:** Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the

**TOTAL RATING:**



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# FOCUS EVALUATION WORKSHEET

V. To which ABLE staff is the project addressed?

**Administrators** ☐ **Teachers** ☐ **Tutors** ☐ **Counselors** ☐

**Trainers** ☐ **Learners** ☐ **Staff Development Specialists** ☐

VI. To which ABLE program population is the project addressed

**0-4 Literacy** ☐ **ABE** ☐ **ESL** ☐ **GED** ☐ **Institutional**

**Family Literacy** ☐ **Workplace Literacy** ☐ **Multi-program** ☐

**Identify multiple groups** _____

VII.. Recommendations for Use: (Can the whole project, product, or parts of it be easily adopted/adapted for use by other ABLE programs/agencies?)

**FOCUS Panelist's Initials:**_____

**Date of Project Review:**_____

# APPENDIX C

**1994 ABLE CURRICULUM GUIDE**

PROJECT DIRECTOR: Sherry Royce
Royce & Royce, Inc.
ADDRESS: 1938 Crooked Oak Drive
Lancaster, PA 17601
TELEPHONE: (717) 569-1663

**CURRICULUM DEVELOPMENT**
YEAR: 1994
ISSUE: February 1995
AE #: 3025-971 PROJECT: 99-4016
COST: $22,215

AUDIENCE: A, T
SUB-AREA: 0-4, ABE, ESL, GED, Family, Workplace
COMPONENTS: FR, 2C

PANEL REVIEW: November 1994
Effectiveness: E Innovation: E
Adaptability: E Final Report: E

The 1994 Guide provides ABLE practitioners with annotated listings of ABE/GED/ESL,New Readers, Family and Workplace learner materials as well as a bibliography of teacher resources. There is a Publishers' Index and a listing of publishers' contacts, addresses, telephone and fax numbers. Each resource listed met strict criteria for selection and is classified as to subject matter. Each listing contain a brief description of the resource, its rating, purpose, components, skills covered, format, and single copy price as of June 1994.

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**1994 MATH LITERACY**

PROJECT DIRECTORS: Smith, Brandt, Weinberger
Center for Literacy, Inc.
ADDRESS: 636 S 48th Street
Philadelphia, Pa 19143
TELEPHONE: (215) 474-1235

**CURRICULUM DEVELOPMENT**
YEAR: 1994
ISSUE: February 1995
AE #: 3025-1006 PROJECT: 98-4020
COST: $23,798

AUDIENCE: T, L
SUB-AREA: Math
COMPONENTS: FR, C, G

PANEL REVIEW: November 1994
Effectiveness: NA Innovation: E
Adaptability: E Final Report: S

The Math Literacy curriculum consists of a 7-unit learner's workbook and corresponding practitioner's handbook. The curriculum provides activities that encourage reading with math skills. It has students working as partners or in teams applying math skills and concepts to their daily lives. Writing activities which aid students in self-assessment of their learning include keeping a math journal and writing word problems and lesson plans.

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**ABLE AS STORYTELLING**

PROJECT DIRECTORS: Rutledge, Oreth-Diener, Wardrop
Lincoln IU 12
ADDRESS: PO Box 70
New Oxford, PA 17350
TELEPHONE: (717) 854-4154

**CURRICULUM DEVELOPMENT**
YEAR: 1994
ISSUE: February 1995
AE #: 3025-972 PROJECT: 98-4027
COST: $6,199
**HONORABLE MENTION**

AUDIENCE: T, C
SUB-AREA: Story Telling

PANEL REVIEW: November 1994
COMPONENTS: FR

Billed as a manual of explanation and demonstration, this project provides practitioners with plenty of theory and sufficient practice to look at what is being done in ABE programs and decide whether such practices lead to student empowerment and provide the tools that will keep students moving toward their goals. It includes suggestions for building a class library and supplies activities for encouraging reading and writing with students of all ages and backgrounds.

**ADDING FAMILY NUMERACY TO ABLE PROGRAMS** **FAMILY LITERACY**

PROJECT DIRECTORS: J.Schrock & B.Mooney
Community Action Southwest
ADDRESS: 22 W High Street
Waynesburg, PA 15370
TELEPHONE: (412) 852-2893

YEAR: 1994
ISSUE: December 1994
AE #:3025-971 PROJECT: 99-4019
COST: $6,375

AUDIENCE: A, T, L
SUB-AREA: Math
COMPONENTS: FR, CURRICULUM:

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S+
Adaptability: S+ Final Report: S+

This project developed, packaged, and field tested 10 Numeracy Activities Packets that can be used by parents with preschool, kindergarten, and first grade children. The final report includes a bibliography of math resources for children and a handbook covering Numeracy: What is it?; Why Does Math Matter?; Parents Role; How These Packets Can Help, and Numeracy Activities. A lesson plan for each activity includes objective, suggested age level, materials needed, what to do, and extended activities.

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**BEYOND THE GED WITH PHYSICAL SCIENCE** **CURRICULUM DEVELOPMENT**

PROJECT DIRECTOR: K.Handerhan & J. Smoker
Mercer County Vo-Tech
ADDRESS: PO. Box 152
Mercer, PA 16137
TELEPHONE: (412) 662-3000

YEAR: 1994
ISSUE: February 1995
AE #: 3025-975 PROJECT: 98-4024
COST: $11,604

AUDIENCE: T, L
SUB-AREA: Science Math
COMPONENTS: FR, C

PANEL REVIEW: November 1994
Effectiveness: S Innovation: E
Adaptability: E Final Report: E

This project provides a hands-on physical science curriculum with an emphasis on chemistry for GED students interested in further education or training. Four units of instruction include Introduction to Chemistry, Introduction of Atomic Structure, Chemical Formulas and Equations, and Common Chemicals. Only kitchen or grocery store items are need for most activities. The guide is well organized, easy-to-use and to adapt. The participatory lessons are enjoyable for students and staff.

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**CURRIC. FOR MULTICULTURAL POPULATIONS** **SPECIAL POPULATIONS**

PROJECT DIRECTOR: Daryl Gordon
LSH Women's Program
ADDRESS: 1340 Frankford Ave.
Philadelphia, PA 19125
TELEPHONE: (215) 426-8610

YEAR: 1993
ISSUE: March 1995
AE #: 3025-968 PROJECT: 98-4033
COST: $21,445

AUDIENCE: A, C, T, L
SUB-AREA: ABE, Literacy
COMPONENTS: FR, C

PANEL REVIEW: November 1994
Effectiveness: G Innovation: S
Adaptability: E Final Report: S+

Topics for this curriculum were selected by students and then developed by staff into the following chapters: introductions; health; talking about our families; neighborhoods, current events; exploring careers. The manual provides teachers with a beginning and intermediate level lesson for each theme so they can tailor instruction to various levels. A number of self-study exercises are also included. In addition to grammar activities in each chapter, a 20-page appendix provides extra grammar and vocabulary practice.

**DON'T KNOW MUCH ABOUT GEOGRAPHY**
PROJECT DIRECTOR: Daryl Gordon
LSH Women's Program
ADDRESS: 1340 Frankford Ave.
Philadelphia, PA 19125
TELEPHONE: (215) 426-8610

AUDIENCE: T, L
SUB-AREA: Geography
COMPONENTS: FR, G

**CURRICULUM DEVELOPMENT**
YEAR: 1994
ISSUE: February 1995
AE #: 3025-859 PROJECT: 98-3030
COST: $18,808

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: E
Adaptability: E Final Report: E

A 74-page manual, Exploring New Territory, provides teachers with strategies, techniques and activities for presenting geography as a field connected to adult learners. Units on States in the US and Countries and Continents follow a chapter on Local Geography. Map basics are presented first as a foundation for each unit. Each lesson contains a list of objectives and a description of activities. Exercises and activities can be used in sequence or interspersed with current events or social studies lessons.

---

**EXPLORING THE PAST**
PROJECT DIRECTOR: Lynne C. Burke
GEGAC Training Institute
ADDRESS: 1006 W 10th St.
Erie, PA 16502
TELEPHONE: (814) 459-4581

AUDIENCE: T, L
SUB-AREA: CAI, reading, writing
COMPONENTS: FR, Stories

**SPECIAL POPULATIONS**
YEAR: 1993
ISSUE: March 1995
AE #: 3025-863 PROJECT: 98-3003
COST: $9,000

PANEL REVIEW: November 1994
Effectiveness: S Innovation: G+
Adaptability: SFinal Report: S+

This curriculum was designed to improve the basic language skills and self esteem of participants from 10 senior centers. After a review of spelling, punctuation, capitalization and sentence structure, seniors wrote about their recollections of the past. They learned word processing in order to record their memories in a 50-page booklet. The paragraphs and short stories are classified as reading and hometown memories, family traditions, favorite toys, games and amusements, and childhood clothing styles.

---

**EXPLORING THE WONDERS OF BOOKS, 1&2**
PROJECT DIRECTORS: Barber-Carey & Zamierowsy
Gertrude A. Barber Center, Inc.
ADDRESS: 136 E Ave.
Erie, PA 16507
TELEPHONE: (814) 453-7662

AUDIENCE: A, T, L
SUB-AREA: Reading

**FAMILY LITERACY**
YEAR: 1993 and 1994
ISSUE: December 1994
AE #: 3025-946/983 PRO: 98-4017/4022
COST: $,3061/$5,000
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR

These two projects detail a curriculum presented to challenged adults in 20 weekly sessions in order to upgrade their oral reading and comprehension of printed materials and to encourage them to read to their children. Each lesson plan is built around a theme such as Animals, Childhood Experiences, Hygiene, Letters/Alphabet and Safety and includes objectives, procedures, materials, and related activities. In the second year, participants received CAI instruction and were encouraged to upgrade their parenting skills.

**FAMILY LITERACY IN BRIDGE HOUSING - II**

PROJECT DIRECTOR: Judith Aaronson
Pittsburgh Literacy Initiative
ADDRESS: 2600 E Carson Street 6th Floor
Pittsburgh, PA 15230
TELEPHONE: (412) 481-9005

AUDIENCE: T, L
SUB-AREA: Reading, Enrichment

**FAMILY LITERACY**
YEAR: 1994
ISSUE: March 1995
AE #:3025-992 PROJECT: 98-4059
COST: $6,204
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR, 7 Workshops

Seven *Read Me a Story* workshops were attended by 51 participants in housing units for the homeless. The final report, which describes the workshops, includes an outline, list of children's books covered, adult selections discussed, reading strategies taught and activities practiced. It explains the formative and summative evaluation component and discusses the results. There is also an excellent bibliography.

---

**FINDING THE MISSING LINK:**
**Expanding The Role Of Literacy Councils In The Workplace**

PROJECT DIRECTORS: Joyce, Mundie, & Block
Greater Pittsburgh Literacy Council
ADDRESS: 100 Sheridan Square
Pittsburgh, PA 15206
TELEPHONE: (412) 661-7323

AUDIENCE: A, E
SUB-AREA: Promotion
COMPONENTS: FR

**WORKPLACE LITERACY**
YEAR: 1994
ISSUE: January 1995
AE #:3025-994 PROJECT: 98-4029
COST: $10,000

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S
Adaptability: E Final Report: E

The final report provides an analysis of the Workplace Survey administered to 20 small businesses in the Pittsburgh area and the steps taken to design and implement workplace literacy programs at three companies in this area. These companies were used as program models for the schematic presented for creating a workplace program. The report is intended to create a model that literacy councils can easily follow to develop working partnerships with small business.

---

**FOCUS ON THE WORKPLACE:**
**An Alternative Project To Reclaim Recent HS Dropouts**

PROJECT DIRECTOR: B.Mooney & J.Schrock
Community Action Southwest
ADDRESS: 22 W High St.
Waynesburg, PA 15370
TELEPHONE: (412) 852-2893

AUDIENCE: A, C
SUB-AREA: Recruitment
COMPONENTS: FR

**COUNSELING**
YEAR: 1994
ISSUE: May 1994
AE #:3025-996 PROJECT: 98-4028
COST: $16,882

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S+
Adaptability: G+ Final Report: S+

This project showed adult education could provide incentives and a method whereby recent dropouts could earn a high school diploma without returning to school for traditional classes. Four of eight participants, using individual learning plans (ILPs) approved by the school district, attending external classes and tutoring, and submitting portfolios documenting completion of assignments, were awarded HS diplomas within the program year. Two others were granted an additional three months to complete the program.

**HAND IN HAND:**
**Skills Activities For Esl Tutors And Students**
PROJECT DIRECTOR: James J. Biles
Lutheran Children & Family Service
ADDRESS: 101 E Olney Ave.
Philadelphia, PA 19120
TELEPHONE: (610) 734-3382

AUDIENCE: T, L
SUB-AREA: Staff Development
COMPONENTS: FR, C

**SPECIAL POPULATIONS**
YEAR: 1993

ISSUE: March 1995
AE #:3025-999 PROJECT: 98-4050
COST: $14,829

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S
Adaptability: E Final Report: E

This follow-up to LCFS's *A Guide for the Volunteer Tutor* provides structured support for tutors who are working with low-level literacy and illiterate adult students. The 100-page booklet illustrates effective strategies for improving pronunciation, designing a survival level health care unit, teaching the interrogative to assist beginning students in daily living, using oral history to promote literacy skills, using the newspaper with ESL students and preparing the student for employment.

---

**LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS**
PROJECT DIRECTOR: Cameron Voss
LSH Women's Program
ADDRESS: 1340 Frankford Ave.
Philadelphia, PA 19125
TELEPHONE: (215) 426-8610

AUDIENCE: A, T
SUB-AREA: Research
COMPONENTS: FR

**PROGRAM IMPROVEMENT**
YEAR: 1994

ISSUE: April 1995
AE #: 3025-1003 PROJECT: 98-4036
COST: $17,162

PANEL REVIEW: November 1994
Effectiveness: E Innovation: E
Adaptability: E Final Report: E

Learner-centered assessment tools such as interviews, surveys, journals, progress charts, observations and portfolios were developed and used by three Pre-GED classes. Teachers participated in their own learning assessment by completing teacher surveys, reviewing alternative assessment methods, discussing how other programs do assessment, planning classroom activities that centered around setting goals and measuring progress, and undergoing observation on their assessment practices by a graduate student.

---

**LITERACY AWARENESS THRU IMPROVISATION**
PROJECT DIRECTOR: Marcia S. Anderson
New Castle Public Library
ADDRESS: 207 E North St.
New Castle, PA 16101
TELEPHONE: (412) 654-1500

AUDIENCE: A, SD, T
SUB-AREA: Tutor Training, Promotion

**PROGRAM IMPROVEMENT**
YEAR: 1994

ISSUE: May 1995
AE #:3025-1005 PROJECT: 99-4009
COST: $4,258
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR,

This project produced a videotape for use in tutor-training workshops when live skits by volunteer actors are not feasible. The accompanying manual, *Clues and Coping Behaviors*, helps tutors and referring agencies identify adults with literacy problems. Seven skits present situations that may prove difficult for adults lacking literacy skills. The manual contains discussion questions to be used by the facilitator following the presentation of each skit.

**LITERACY LENDING LIBRARY**
PROJECT DIRECTOR: Jeffrey Woodyard
Tri-County OIC, Inc.
ADDRESS: 1600 Market Street
Harrisburg, PA 17126-0333
TELEPHONE: (717) 238-7318

AUDIENCE: A, T, C
SUB-AREA: Literacy Resources

**PROGRAM IMPROVEMENT**
YEAR: 1993
ISSUE: April 1995
AE #: 3025-877 PROJECT: 98-3040
COST: $7,690
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR, Resource Book

A survey of student interests identified 23 areas of non-classroom materials including beginning readers, health issues, parenting skills, history, current events, travel and self-improvement. The final report contains a step-by-step description of the process used to obtain books in these areas, identify an information storage system, complete data input, publish a mini-catalog, and institute a lending-library.

---

**MENTORS FOR COLLEGE-BOUND ESL STUDENTS**
PROJECT DIRECTOR: Mary Kreider
Reading Area Community College
ADDRESS: PO. Box 1706
Reading, PA 19603
TELEPHONE: (610) 372-4721

AUDIENCE: T, C, A
SUB-AREA: Counseling

**SPECIAL POPULATIONS**
YEAR: 1994
ISSUE: March 1995
AE #:3025-1007 PROJECT: 98-4019
COST: $3,750
**HONORABLE MENTION**

PANEL REVIEW: November 1994 - HM
COMPONENTS: FR

This project developed a mentor-ESL student matching system to simplify the process of college entrance and to provide continuing support after enrollment. After receiving two hours of training, 16 mentors accompanied their students to college orientation and worked with their students during individual sessions on a weekly basis. They kept a weekly log of activities and met monthly with project staff and at midpoint with other mentors to exchange ideas and concerns.

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**MODIFIED ASSESSMENT FOR ADULT READERS**
PROJECT DIRECTORS: M.Kindig & G. Wilt
Mid-State Literacy Council
ADDRESS: 204 Calder Way, STE 306
State College, PA 16801
TELEPHONE: (814) 238-1809

AUDIENCE: A, C, T
SUB-AREA: Assessment

**PROGRAM IMPROVEMENT**
YEAR: 1994
ISSUE: April 1995
AE #:3025-1008 PROJECT: 98-4043
COST: $4,361
**HONORABLE MENTION**

PANEL REVIEW: November 1994 - HM
COMPONENTS: FR, TG

Project staff developed and field tested an assessment tool to measure learner's strengths. The guide lists a developmental checklist of learner concepts, attitudes and strategies for word identification and reading comprehension. It also describes skills needed by practitioners to gather qualitative assessment information about adult learners including an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

**PARENTING RESOURCE BOOK**
PROJECT DIRECTOR: Rose Brandt
Center For Literacy, Inc.
ADDRESS: 636 S 48th St.
Philadelphia, PA 19143
TELEPHONE: (215) 747-1235

AUDIENCE: T, C
SUB-AREA: Staff Development
COMPONENTS: FR, Resource G

**FAMILY LITERACY**
YEAR: 1994
ISSUE: December 1994
AE #: 3025-1012 PROJECT: 98-4007
COST: $23,345

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: E Final Report: E

This comprehensive collection of parenting materials is divided into ten categories; Child Development; Communication; Discipline; Formal Education; Health-Adults; Health-Children; Informal Learning; Parenting; Safety, and Values. Of the 134 brief materials on parenting issues, 37 low level materials were created by project staff. The original sources for all other resources have been identified and permission to reprint can be obtained. If it's in this book, you can reproduce it.

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**PENNSYLVANIA CITIZEN HANDBOOK**
PROJECT DIRECTORS: B.Woodruff & C. Molek
TIU Adult Ed & Job Training Center
ADDRESS: 1 Belle Ave #58
Lewistown, PA 17044
TELEPHONE: (717) 248-4942

AUDIENCE: T,C,L
SUB-AREA: Social Studies
COMPONENTS: FR, C

**CURRICULUM DEVELOPMENT**
YEAR: 1994
ISSUE: March 1995
AE #: 3025-1016 PROJECT: 98-4037
COST: $14,944

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S+
Adaptability: E Final Report: E

This 150-page handbook provides detailed information about Pennsylvania government's structure and taxes. Written at a 4-8th grade level, it contains five units, a glossary and bibliography and is packed with its final report and two small booklets entitled *The Constitution of Pennsylvania* and *Pennsylvania Consolidated Statutes - 1993 Cumulative Supplement*. The handbook was field tested with ABE students in four counties who reported an increase in knowledge about taxes, the legal system, and local government.

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**PLATINUM HISTORICAL LITERACY CLASS**
PROJECT DIRECTOR: Lyn Leto
Schuylkill IU 29
ADDRESS: PO. Box 130, Maple Ave.
Mar Lin, PA 17951-0132
TELEPHONE: (717) 544-9131

AUDIENCE: T, L
SUB-AREA: CAI, Writing, Self Esteem
COMPONENTS: FR, C

**SPECIAL POPULATIONS**
YEAR: 1993
ISSUE: March 1995
AE #: 3025-891 PROJECT: 98-3037
COST: $12,357

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S
Adaptability: G Final Report: S+

While project objectives were to improve senior citizens' reading and writing skills as part of a language experience curriculum, the end product, a booklet of 112 poems, quotations and anecdotes, provides us with a wonderfully rich tapestry of life in a different era. The final report offers helpful observations on senior participation patterns and motivation. The digest compiled by the seniors will become a component of selected social studies curricula throughout Schuylkill County.

**PROJECT PAL RESOURCES**
PROJECT DIRECTOR: P.Keating-Butler & E.Gordon
CIU 10 Adult Development Center
ADDRESS: 540 Harrison Road
Pleasant Valley, PA 16823
TELEPHONE: (814) 359-3069

AUDIENCE: T, A
SUB-AREA: Tutors
COMPONENTS: FR, C

**PROGRAM IMPROVEMENT**
YEAR: 1994
ISSUE: April 1995
AE #:3025-1018 PROJECT: 98-4023
COST: $5,000

PANEL REVIEW: November 1994
Effectiveness: S Innovation: E
Adaptability: E Final Report: E

Project staff reviewed, updated, extended and documented a large rural program's oral tradition for program coordinators. Three manuals were produced: *A Procedures Manual, A Tutor Training Manual,* and a *Tutor Handbook*. The guide to procedures deals with daily practices and monthly record-keeping responsibilities. The tutor training manual offers an outline of viable topics and a bibliography of supporting materials. The tutor handbook is a compilation of previous workshop materials.

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**RESEARCH DISTILLED**
PROJECT DIRECTOR: Tana Reiff
New Educational Projects, Inc.
ADDRESS: PO. Box 182
Lancaster, Pa 17608-8912
TELEPHONE: (717) 299-8912

AUDIENCE: A, SD, T, C
SUB-AREA: Research
COMPONENTS: FR, C

**PROGRAM IMPROVEMENT**
YEAR: 1994
ISSUE: April 1995
AE #:3025-1028 PROJECT: 99-4024
COST: $12,000

PANEL REVIEW: November 1994
Effectiveness: E Innovation: E
Adaptability: E Final Report: E

This project identifies and summarizes 47 section 353 research projects conducted in Pennsylvania and throughout the nation since 1989. The 32-page resource booklet is divided into assessment and testing, curriculum and instruction, participation and retention, and surveys and evaluations. The format for the reviews are: Title, project number, fiscal year, state, contractor, purpose, summary of procedure, summary of findings reviewer's comments, correlation to other projects, contact information and document retrieval address.

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**RESEARCH ON CURRENT ABLE SERVICES**
PROJECT DIRECTOR: E.Ascov & L.Forzilli
Penn State University ISAL
ADDRESS: 204 Calder Way Suite 209
University Park, PA 16801-4756
TELEPHONE: (814) 863-3777

AUDIENCE: A
SUB-AREA: CAI List

**PROGRAM IMPROVEMENT**
YEAR: 1994
ISSUE: April 1995
AE #: 3025-1029 PROJECT: 98-4011
COST: $29,989
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR

Of the 948 organizations responding to a survey for adult literacy service providers (a 12% return), 325 (a 73% PDE return) served some 70,000 students, with the greatest number in ABE, ESL and GED classes. The final report provides clear readable charts, graphs and descriptions of services, staffing, sites, methods of outreach, technology, and funding reported by service responders.

**RETAINING RELUCTANT LEARNERS IN ABE THROUGH THE STUDENT INTAKE PERIOD**

PROJECT DIRECTOR: Allan Quigley
PSU CCGE-Monroeville
ADDRESS: 4518 Northern Pike
Monroeville, PA 15146
TELEPHONE: (412) 836-1255

AUDIENCE: A, C
SUB-AREA: Retention

**COUNSELING**

YEAR: 1993
ISSUE: May 1994
AE #:3025-905 PROJECT: 98-3036
COST: $12,285
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR

In this study, four groups of reluctant learners were identified and assigned to three treatment groups and one control group that received no special intervention. The final report states that all members of the control group quit or were terminated prior to three months. Results showed teacher care had little to do with retention. Reluctant learners tended to trust counselors more than teachers. They were best retained in small group instructional situations where there was support from peers.

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**SCIENCE AND MATH APPLICATIONS**

PROJECT DIRECTOR: Carol Molek
TIU Adult Ed & Job Training Center
ADDRESS: 1 Belle Ave #58
Lewistown, PA 17044-2435
TELEPHONE: (717) 248-4942

AUDIENCE: T, L
SUB-AREA: Science, Math

**CURRICULUM DEVELOPMENT - HM**

YEAR: 1994
ISSUE: February 1995
AE #: 3025-1030 PROJECT: 99-4029
COST: $10,517

PANEL REVIEW: November 1994
COMPONENTS: FR, T, TG

This math and science compendium provides practitioners with a detailed sequenced outline of traditional strategies, techniques and materials to teach these skills to small groups (10 or less) of ABE students. A listing of concepts taught in 10 math and 9 science units is followed by an outline of skills, assessment of skills, materials to be used, and teaching strategies. Especially helpful for novice tutors and teachers, it offers suggestions for hands-on activities to tie the subject matter to everyday life.

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**SHARING LITERACY MODELS:**
**Deaf Adults, Deaf Children, And Their Families**

PROJECT DIRECTORS: R.Anthony, R.Garrity, D.Rhoten
PA School for the Deaf
ADDRESS: 300 E Swissvale Ave
Pittsburgh, PA 15218-1469
TELEPHONE: (412) 244-4228

AUDIENCE: T,L
SUB-AREA: Reading
COMPONENTS: FR, C, Video

**FAMILY LITERACY**

YEAR: 1994
ISSUE: December 1994
AE #:3025-1031 PROJECT: 98-4048
COST: $31,810

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: S Final Report: E

This project produced a 20-minute video program, three learner booklets, an instructional guide, and two 5-hour workshops designed to encourage deaf and hearing parents to communicate with and to read to their preschool deaf children. The video is extremely professional even though it uses *"real"* parents and children. The three booklets (*Infant, Toddler, and Preschooler*) illustrate communication strategies are effective with deaf infants as well as five-year old children.

**TEACH YOUR CHILDREN: Learning Differences**
**FAMILY LITERACY**

PROJECT DIRECTOR: A.Fisher, P.Willard & C.Molek
TIU Adult Ed & Job Training Center
ADDRESS: 1 Belle Ave #58
Lewistown, PA 17044
TELEPHONE: (717) 248-4942

YEAR: 1994
ISSUE: December 1994
AE #: 3025-1044 PROJECT: 98-4038
COST: $4,929

AUDIENCE: A, T, L
SUB-AREA: Counseling
COMPONENTS: FR, C, Workshops

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S+
Adaptability: E Final Report: E

The final report includes an outline and supporting materials for three workshops for ABE parents entitled *How Do You Learn Best; Know Your School; and Self-Esteem: What it is. What it isn't.* These workshops helped parents gain information to use with their children in identifying learning styles and improving study habits. Parents who attended the workshops showed gains in communication and advocacy skills as well as increased self-esteem.

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**TNT: TEAMS NEED TRAINING**
**WORKPLACE LITERACY**

PROJECT DIRECTOR: KL. Hamilton, E.Gordon
CIU 10 Adult Development Center
ADDRESS: 110 E Bald Eagle St.
Lock Haven, PA 11745
TELEPHONE: (717) 893-4038

YEAR: 1994
ISSUE: January 1995
AE #:3025-1046 PROJECT: 99-4007
COST: $15,572

AUDIENCE: A, T, E
SUB-AREA: Curriculum

PANEL REVIEW: November 1994
COMPONENTS: FR, C, G

This project developed a curriculum for adult educators to use in teaching the following team work skills: Conflict Resolution; Motivation; Problem Solving; Leadership; Self-Esteem; Communication, Decision Making; and Interpersonal Relations. It provided two ½ day seminars to CIU 10 educators and local agencies engaged in workplace training. In addition to a final report, there is a 9-chapter manual and resource guide.

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**TRANSITION TIME: Student Goals Beyond The GED COUNSELING**

PROJECT DIRECTOR: Theresa Waltz
LSH Women's Program
ADDRESS: 1340 Frankford Ave
Philadelphia, PA
TELEPHONE: (215) 426-8610

YEAR: 1994
ISSUE: May 1995
AE #: 3025-1048 PROJECT: 98-4014
COST: $12,453

AUDIENCE: C, T, L
SUB-AREA: Employability
COMPONENTS: FR, G

PANEL REVIEW: November 1994
Effectiveness: G+ Innovation: S
Adaptability: S Final Report: S+

This 116-page manual describes a series of 9 workshops that can be presented during a GED course to incorporate career planning and goal-setting activities into a curriculum stressing critical thinking, reading comprehension and the writing skills necessary for successful completion of the GED. The workshops include getting organized; self-exploration; goal setting; counseling and financial aid; job training programs, college; looking for a job and overcoming barriers to success.

**UNDERSTANDING OUR YOUNGEST STUDENTS**
PROJECT DIRECTORS: H.Guisler & C.Molek
TIU Adult Ed and Job Training
ADDRESS: 1 Belle Ave. #58
Lewistown, PA 17044
TELEPHONE: (717) 248-4942

AUDIENCE: A, C, T, L
SUB-AREA: Staff Development
COMPONENTS: FR

**COUNSELING**
YEAR: 1994
ISSUE: May 1995
AE #: 3025-1037 PROJECT: 99-4028
COST: $19,139

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: S Final Report: E

Five workshops on understanding and working with at risk youth are detailed in the final report; including understanding developmental tasks and needs; curriculum-based assessment; learning strategies for late adolescents; dealing with discipline problems, and a discussion of case studies. There is a detailed description of each workshop, a list of resources that address the topic covered and easily duplicated handouts.

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**WHEN BONDS ARE BROKEN:**
**Family Literacy For Incarcerated Fathers And Their Children**
PROJECT DIRECTOR: M.Gonzalez & T.Evans
Northampton Community College
ADDRESS: 3835 Green Pond Road
Bethlehem, PA 18027
TELEPHONE: (610) 861-5069

AUDIENCE: A, T, C
SUB-AREA: Counseling
COMPONENTS: FR, 2G

**FAMILY LITERACY**
YEAR: 1994
ISSUE: December 1994
AE #:3025-1054 PROJECT: 98-4004
COST: $50,000

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: E
Adaptability: G+ Final Report: E

Under this project, literacy and parenting skills instruction was offered not only to incarcerated fathers but also to their childrens' caregivers. The final report provides a detailed description of the project and the effect it had on the prison and the community. Two by-products, a tutor training and a caregiver's book, were used as workshop manuals. *First Teacher*, which contains simplified versions of child development, learning theory, and parenting practices, could be used in any Family Literacy program.

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**WORKER-CENTERED LEARNING:**
**Basic Skills In A Union Setting**
PROJECT DIRECTOR: F.Schied & P.Carman
Penn State University ISAL
ADDRESS: 204 Calder Way, STE 209
University Park, PA 16801
TELEPHONE: (814) 863-3777

AUDIENCE: A, T, L
SUB-AREA: Reading, Math

**WORKPLACE LITERACY**
YEAR: 1994

ISSUE: January 1995
AE #:3025-1056 PROJECT: 98-4013
COST: $18,793
**HONORABLE MENTION**

PANEL REVIEW: November 1994
COMPONENTS: FR, C

This curriculum teaches basic and higher order skills based upon a *Union Pension Plan and Contract*. On-the-job issues and concerns are emphasized in the discussions that accompany the reading, vocabulary, usage, writing, charting and math activities. While the curriculum is specific to the hospital workers' union, the process of working with union personnel to establish, needs, priorities, and training structure as spelled out in the final report is adaptable for any literacy program.

**WORKFORCE BASICS**
PROJECT DIRECTOR: Amy Neubert
Center For Literacy, Inc.
ADDRESS: 636 S 48th St.
Philadelphia, PA 15154
TELEPHONE: (215) 474-1235

AUDIENCE: A,T,C, L
SUB-AREA: Curriculum
COMPONENTS: FR, C, G

**WORKPLACE LITERACY**
YEAR: 1994
ISSUE: January 1995
AE #: 3025-1057 PROJECT: 98-4008
COST: $15,154

PANEL REVIEW: November 1994
Effectiveness: E Innovation: E
Adaptability: E Final Report: E

Seven student books and teacher's guides provide instruction in basic and higher order skills using workplace-related materials. Skills include critical reading; effective writing; oral communication; problem solving; study skills; work-related math; and word processing. Easily replicated, these well organized booklets vary in length from 14 to 63 pages with space provided to complete exercises and writing activities. Instructors can select topics, chapters, or exercises appropriate to their student or class.

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**WORKPLACE LITERACY SELF TEST**
PROJECT DIRECTOR: M.Gonzalez, M.Cort & N.Disario
Northampton Community College
ADDRESS: 3835 Green Pond Road
Bethlehem, PA 18017
TELEPHONE: (610) 861-5069

AUDIENCE: A, L, E
SUB-AREA: Reading Math Assessment
COMPONENTS: FR, Assessment Packet

**WORKPLACE LITERACY**
YEAR: 1994
ISSUE: January 1995
AE #:3025-1058 PROJECT: 98-4017
COST: $5000

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S
Adaptability: E Final Report: E

This concise, well-organized, and highly readable Final Report includes a Test Folder and Guide for Employers and an employee self-test of reading and math skills, entitled *Point Yourself in the Right Direction*. The test contains 15 math problems and a one-page reading passage followed by 10 questions. When employees taking the self-test check the answer key, they are given remediation advice, such as: *If you had any answers wrong in # 1-5, you may need help with reading comprehension.*

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**WRITTEN RECRUITMENT PLAN FOR ABE/LITERACY PROGRAMS**
PROJECT DIRECTOR: Karen Mundie
Greater Pittsburgh Literacy Council
ADDRESS: 100 Sheridan Square
Pittsburgh, PA 15206
TELEPHONE: (412) 661-7323

AUDIENCE: A, C
SUB-AREA: Recruitment
COMPONENTS: FR

**COUNSELING**
YEAR: 1994

ISSUE: May 1994
AE #:3025-969 PROJECT: 98-4001
COST: $4,360

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: E Final Report: E

This plan includes 8 objectives with action steps for each objective. Responsibility for each of the steps is assigned and a maintenance schedule indicating exactly when and how often a step should be repeated is provided. Referral training for service & community agencies, students & volunteers, and developing site committees for neighborhoods are some of the objectives. There is also a list of 11 job opportunities available to volunteers working with staff.

# APPENDIX D

# FOCUS on Literacy

## READER SURVEY FORM

***Please take a few minutes to complete the following survey.***
***Return it to Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by June 2, 1995.***

(circle one)
**READER'S MAIN RESPONSIBILITY:**
Administration Instruction Counseling Training Curriculum Development Staff Development

Other: _____

**ORGANIZATION:**
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other _____

**MAIN FUNDING SOURCE:**
ABE/GED PA ACT 143 State Funds Foundation Private Sector JTPA Welfare
Other: _____

I received the following issues of FOCUS:
**(check the months received)**

Please rank the issues from 1-6 in order of preference

| | | RANK |
|---|---|---|
| ___ December 1994 | **Family Literacy** | ___ |
| ___ January 1995 | **Workplace Literacy** | ___ |
| ___ February 1995 | **Curriculum Development** | ___ |
| ___ March 1995 | **Special Populations** | ___ |
| ___ April 1995 | **Research and Program Improvement** | ___ |
| ___ May 1995 | **Recruitment and Retention** | ___ |

(how many)
I requested information about _____ 353 project(s) from: **AdvancE**
I requested information about _____ 353 project(s) from: **353 Project Director**

**In general FOCUS Bulletins were:**

(Circle your Rating)

| | Excellent | | | Poor |
|---|---|---|---|---|
| Organized | 3 | 2 | 1 | 0 |
| Informative | 3 | 2 | 1 | 0 |
| Understandable | 3 | 2 | 1 | 0 |
| Interesting | 3 | 2 | 1 | 0 |
| Useful | 3 | 2 | 1 | 0 |

**I would be interested in:** (Please check if interested)
___ Receiving information about PA's 353 projects
___ Receiving information about other state's 353 projects

**(Please turn over: Your comments would be appreciated)**

**COMMENTS:**

**Thank you for participating in this survey.**

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**Please fold, tape or staple and return to the address given below**

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**Sherry Royce**
**FOCUS Editor**
**1938 Crooked Oak Drive**
**Lancaster, PA 17601-6425**

# APPENDIX E

STATE LIBRARY OF PENNSYLVANIA 17 45

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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717-783-5420 -- FAX

June 2, 1995

Dr. Sherry Royce
Royce & Royce Inc.
1938 Crooked Oak Drive
Lancaster, PA 17601

Dear Dr. Royce:

Congratulations on the selection of your institution's Section 353 product during the 1993-94 fiscal year in the Educational Resources Information Clearinghouse. ERIC has chosen

ED # **376 341** Title FOCUS on Excellence

for inclusion in its database.

This document may receive attention and interest by many other adult basic and literacy educators in the country. Thank you for submitting copies of the project to the Bureau for Adult Basic and Literacy Education for dissemination to ERIC.

With regards,

Cheryl M Harmon

Cheryl M. Harmon
AdvancE Resource Specialist
1-800-992-2283

cc: Evelyn Werner
Cheryl Keenan

cmh/dlp

BEST COPY AVAILABLE

*National Headquarters*
LITERACY VOLUNTEERS OF AMERICA, INC.
5795 Widewaters Parkway Syracuse, NY 13214-1846 (315)445-8000 FAX (315)445-8006

February 21, 1995

Ms. Sherry Royce
Focus Publications
1938 Crooked Oak Drive
Lancaster, PA 17601

Dear Ms. Royce:

I am delighted to hear that you are exploring the possibilities of making "Focus on Literacy" available online through the USDOE's ProNet service.

As Information Specialist for Literacy Volunteers of America (LVA), I researched more than 50 no-cost literacy publications that would be of greatest use to members of the LVA network. From these I chose "Focus on Literacy" and 14 other publications to include on a bibliography which was sent, via America Online, to approximately 100 LVA affiliates and literacy personnel. A paper copy of the bibliography was also made available to affiliates who requested it.

I am not surprised to learn that subscriptions to "Focus on Literacy" from LVA affiliates have been significant. Of all the periodicals I reviewed, this publication was the only one that concentrated solely on program dissemination.

I have also ordered materials described in "Focus" and found the projects described to be concrete and practical, and hence replicable by volunteer-based literacy programs.

Less than a year ago, LVA began a program to develop affiliate networking capacity. We are committed to this effort because we think the advantages of enabling grass roots literacy programs to have access to each other's expertise and to banks of information such as those offered by ProNet, NCAL, and NIFL are important for providing quality adult literacy services.

You are to be commended for pioneering an effort to make "Focus on Literacy" available on the information superhighway to adult educators everywhere.

Sincerely,

Karen R. Norton

Karen R. Norton
Information Specialist
LVA-GTE Family Literacy Network

Pennsylvania Adult Basic and Literacy Education

# FOCUS on Literacy

This Month:

**FAMILY LITERACY**

December 1994 | Volume 9, Number 1 | Sherry Royce, Editor

## IN THIS ISSUE


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- *Exploring the Wonders of Books, I and II* page 2
- *Parenting Resource Book* page 3
- *Adding Family Numeracy* page 3
- *When Bonds are Broken* page 4


***The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:***

**INNOVATION:**

- Addresses major priorities.
- Creative use of resources.

**EFFECTIVENESS:**

- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

**ADAPTABILITY:**

- Reports and/or curricula are clearly written.
- Little staff training is needed.

**FINAL REPORT:**

- Complete description of all products included.
- Readable, well organized, and presented.

**On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).**

**Projects may be borrowed from : AdvancE, 11th Floor, PDR, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541.**

**or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607. Fax: (412) 443-1310.**

# SHARING LITERACY MODELS

## Deaf Adults, Deaf Children, and Their Families

**This project was developed by Robert A. Anthony, Rosemary P. Garrity, and Donald Rhoten, Center on Deafness: Western PA School for the Deaf, 300 East Swissvale Ave, Pittsburgh, PA 15218-1469. Telephone: (412) 244-4228. FY 1993-94. $31,810. Project #98-4048.**

### Right On Target

The target group for this project was deaf and hearing parents who have deaf children ranging in age from birth to five years of age. Very little is currently available to help parents encourage literacy activities in deaf preschoolers. This project, which produced a 20-minute video program, three booklets, and an instructional guide, is right on target.

There is no indication in the final report as to the level at which the parent role models and workshop participants were functioning. However, the videotape is self-explanatory, and the booklets are well illustrated and written at a 2nd-3rd grade level.

### The Video Program

Looking at the professional quality of the video program (it's easy to watch and the captioning is done well), one tends to forget that the role models are *real* parents and their deaf children who were taped in their homes or at WPSD in Pittsburgh.

The completed videotape was critiqued by deaf and hearing viewers, and then presented to extended families of deaf children in a series of two 5-hour workshops that included demonstrations and discussion of reading strategies parents can use with their children.

### Complimentary Manuals

Four booklets were produced in conjunction with the videotape as an inkind donation by Robert Anthony and Rosemary Garrity of the Center on Deafness. ***It's Never Too Early: How You Can Increase Literacy Skills with Your Deaf Child*** provides an overview of the series, explains the captioning in the video, reviews the strategies presented in the video program and workshops, and lists general and signed English resources.

The three booklets, ***Increasing Literacy Skills with Your Deaf Child: Infant; Toddler; and Preschooler,*** are based upon the belief that *communicating with your child is the foundation of reading*. They illustrate communication strategies with are effective with deaf infants as well as five year olds.

### The Evaluation Component

The final report includes survey responses from parents who attended the workshops as well as a formal analysis of observation/interaction data collected by the project director from the videotaped segments and shared reading practice sessions.

## FOCUS RATING:

This project received a **SUPERIOR+** rating for Innovation; **SUPERIOR** for Effectiveness and Adaptability, and **EXCELLENT** for Final Report. Focus panel members noted that the video was a modeling tool rather than an instructional instrument. ***The closed captioning was excellent.***

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

# TEACH YOUR CHILDREN LEARNING DIFFERENCES

**This project was developed by Allison L. Fisher and Penny Willard under the direction of Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave., #88, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. $4,928. Project # 98-4038.**

## Adaptation of a Successful 353

Project staff adapted methods used in the Center for Literacy's (CFL's) *Self-Esteem for Parenting* project (see the ***Past Winners*** box on this page) to recruit participants, plan the curriculum, and evaluate three workshops, entitled *Teach Your Children: Learning Differences*. The final report includes an outline for each workshop plus the materials that support workshop activities.

### *How Do You Learn Best*

The first workshop used learning style inventories to help parents identify their own learning styles, and suggested ways in which they could determine their children's preferred way of learning. The discussion then turned to the relation between learning style and study skills, and covered such topics as work environment, organization, time management, memory, listening, and test taking.

### *Know Your Schools*

The second workshop, which focused on communication and advocacy skills, was delivered by author, Pamela Weinberg. The handouts included in the final report provide some information on the subjects that were covered: phone calls, notes, letters, conferences, meetings, messages, reports, and IEPs. However, additional clarification is necessary before anyone other than Weinberg could use them.

### *What Self-Esteem Is? What It Isn't*

The third workshop contrasted behaviors indicative of low self-esteem and high self-esteem, and presented a five-step model for building self-esteem.

## Evaluation

Pre-and-post-tests were administered to measure the project's effectiveness in helping ABE parents gain information to use with their children in identifying learning styles and improving study habits. Post-assessment data indicated that the communication and advocacy skills parents practiced led to increased assertiveness and more positive self-esteem.

## Focus Rating:

This project was rated **SUPERIOR+** for Innovation and Effectiveness; **SUPERIOR** for Adaptability, and **EXCELLENT** for Final Report. FOCUS panelists praised the project's effective use of previous 353 projects and its evaluation component which documented the results.

## ★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Family Literacy include:

**MAKING LEARNING ENJOYABLE**

**Self-Esteem for Parenting - AE 3025-789.** In 1992, The Center for Literacy developed a curriculum to assist Head Start parents to experience what makes learning activities interesting, non-threatening, and enjoyable. A 5-unit manual provides a model reading lesson and a unit on planning, evaluating and enriching educational experiences.

**Project PACT - AE 3025-440.** In 1987, CIU 10 staff developed the first of PA's exemplary projects to address Head Start parents. They used the principle of learning by teaching others (your children), and included attitudinal skills as part of the process.

**PARENTS AND THE SCHOOLS**

**Parent-Student Study Skills Connection - AE 3025-639.** In 1990, TIU staff developed an 8-week program to teach ABLE parents how to help their children's school performance. The curriculum includes chapters on time management, listening skills, test-taking techniques, and study skills.

**Family Advocacy: The Parent Professional Team - AE 3025-762.** In 1992, the CIU 10 Center at Lock Haven sought to mediate an impasse between ABLE parents and school district staff by: 1) meeting with school personnel and human service agencies to raise their awareness of parents' apprehension about formal schooling, and 2) teaching parents the advocacy skills needed to meet successfully with school officials and other professionals.

HONORABLE MENTION

# *Exploring the Wonders of Books, I & II*

## *A Family Literacy Program For Challenged Adults*

**Developed by staff of the Gertrude A. Barber Center, Inc. 136 East Avenue, Erie, PA. 16507. Dr. Maureen Barber-Carey, Project Director, Joy Zamierowski, Contact Person. Telephone: (814) 453-7662. FY 1992-93. $3,061; and FY 1993-94 . $5000. Project #: 98-4017.**

***Exploring the Wonders of Books*** and its followup project, ***Continuing the Exploration of Books***, provide techniques and materials for family literacy practitioners teaching parents who find reading children's books too much of a challenge or who lack the knowledge to share a love of books or learning with their children.

## Using Themes In Weekly Sessions

The curriculum outlined in the Final Report (Year 1) was presented to a group of 15 challenged adults in 20 weekly sessions with the intent of upgrading oral reading skills and comprehension of printed materials and promoting self-esteem through the attainment of small personal goals. Themes included Animals, Childhood Experiences, Letters/Alphabet, and Self-Esteem. A lesson plan is provided for each theme detailing objectives, procedures, materials, and related activities.

## Results and Continuation

The qualitative observations of project effectiveness provided by staff and parents were so supportive that the project was continued. In Year 2, emphasis was placed on upgrading parenting skills, building parent-children relationships, encouraging joy in reading and increasing awareness of the benefits of reading on overall development. Participants also received computer-aided supplemental instruction. Topics added included: Introduction to Computer, Multicultural, Family, and Hygiene Safety.

## Remarks

Focus panel members commended the detailed lesson plans and notes that ***either project could be used in the classroom, or one-on-one by a tutor.***

## PARENTING RESOURCE BOOK

**Developed by Rose Brandt, The Center for Literacy, Inc. (CFL), 636 South 48th Street, Philadelphia, PA 19143. Telephone: (215) 474-1235. FY 1993-94. $23,345. Project #: 98-4007.**

### A Quality Collection

This project has done a great service for ABLE programs by identifying and assembling a comprehensive collection of parenting materials. The ***Parenting Resource Book*** provides instructional materials for use with learners and background information for educators who are running or want to launch family literacy programs

Parenting topics identified by focus groups in three CFL classes were organized into the following ten categories:

- ***Child Development***
- ***Communication***
- ***Discipline***
- ***Formal Education***
- ***Health - Adults***
- ***Health - Children***
- ***Informal Learning***
- ***Parenting***
- ***Safety***
- ***Values***

### Low Level Readings

The first section of the resource book provides 134 brief materials on parenting issues for ABLE readers. Consideration was given as to whether the materials were unbiased in terms of racial, ethnic, religious, and sexual roles and portrayals. An effort was made to include materials on single parents and on the fathers.

Other than 37 low level selections created by project staff, all original sources are identified, and permission to reprint can be obtained. ***If it's in this book, you can reproduce it.***

### Field Testing

Materials in this collection were field tested by seven educators and 105 students in seven classes. ***This book does not include lesson plans,*** and so was used differently in the various classes ( i.e. to gain information on a topic; for independent study; and to generate ideas for group writing). Revisions were mainly additions where feedback indicated that students wanted to learn more about specific aspects of parenting.

### An Excellent Bibliography

This project is well worth requesting if only for its excellent 51-entry annotated bibliography of current materials for students and educators working in family literacy. Books, journals, and magazines cited include tips on reading to children, activities for parents to use with children from infancy to age seven, strategies to address parents and children's self-esteem, and reports on the development of family literacy programs, trends, issues, and current concerns.

### FOCUS RATING:

The Focus panel rated the project: **SUPERIOR+** for Innovation, **SUPERIOR** for Effectiveness, and **EXCELLENT** for Adaptability and Final Report.

Panel members noted that the ***Resource Book*** could be used with an instructor or independently by parents reading at a GED level.

The final report could have used tabs to separate the different units, and an evaluation of its effectiveness in the classroom would have been helpful.

***The Parenting Resource Book*** is extremely easy to replicate by any program and its bibliography is ***very thorough.***

## ADDING FAMILY NUMERACY TO ABLE PROGRAMS

**Developed by Jane Schrock and Barbara Mooney, Community Action Southwest, 22 West High Street, Waynesburg, PA 15370. Tel: (412) 852-2893. FY 1993-94. $6375. Project # 99-4019.**

①②③④⑤ ⑥⑦⑧⑨⑩

### A Neglected Skill

While adult students are learning the importance of reading to their children through Family Literacy programs, much less emphasis, if any, has been given to Math. This project developed, packaged, and field tested ***Ten Numeracy Activities Packages*** that could be used by parents with their preschool, kindergarten, and 1st grade children.

### Products and Process

The final report includes a handbook describing the 10 packets produced, and staff, tutor, and parent evaluations for each activity. Activities were field tested with 28 ABLE students and tutor/teacher training materials compiled based on students' feedback. Training sessions were conducted for 5 staff members and 10 tutors.

The 28-page handbook, which includes a bibliography of math resources for children, contains the following chapters:

- ***Introduction***
- ***Function in Life Handout***
- ***Numeracy: What is it?***
- ***Why Does Math Matter?***
- ***Parents Role***
- ***How These Packets Can Help***
- ***Numeracy Activities***

Each activity begins with an introductory page providing a rationale as to how it can reinforce math concepts and parent-child interaction. This is followed by a one-page description of the activity with information presented in the format of objective, age level, materials, what to do, and extended activities.

Activities include:

1. ***Big and Small***

   *Children group objects from smallest to largest.*

2. ***Pom Pom Matching***

   *Children place colored pom poms on cards marked with large dots.*

3. ***Button Button***

   *One to 10 buttons are glued to individual index cards to promote an understanding of more and less.*

4. ***Ten Feathers***

   *Children count from one to ten by placing feathers in a headband.*

5. ***Stick Shapes***

   *Children copy cardboard squares, triangles, diamonds using popsicle sticks.*

6. ***Long Straw-Short Straw***

   *Children cut straws in unequal parts to illustrate long and short.*

7. ***Paying the Price***

   *Children choose items to buy and pay for them using pennies, nickels, dimes, quarters, or 50-cent pieces.*

8. ***Its Time***

   *Children move the hands of a teaching clock to illustrate when they get up, eat, etc..*

9. ***Thermometer Math***

   *Using a paper thermometer with a moveable "mercury", children learn to understand the difference between hot and cold.*

10. ***Part of the Whole***

    *Cake or pizza is divided to illustrated halves, quarters, etc.*

### FOCUS RATING:

FOCUS panel members rated this project **SUPERIOR+** in every category, although they would have liked to see a sample packet included with the Final Report. They commented ***The activities were innovative*** and, for the most part, ***use inexpensive household products. The product is excellent at minimal expense.***

# *WHEN BONDS ARE B R O K E N*

***FAMILY LITERACY FOR INCARCERATED FATHERS AND THEIR CHILDREN***

**This project was developed by Dr. Manual A. Gonzalez and Twila S. Evans; Anne Rae Connors and Emily Bradbury, Instructors. Adult Literacy Department, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Tel: (610) 861-5069. FY 1993-94. $ 50,000. Project # 98-4004. The first year of this project was funded by the Barbara Bush Foundation.**

*This project is in its third year of funding. The original Project # 98-1032* ***Where are The Fathers?*** *was produced in FY 1990-91 at the request of fathers incarcerated at Northampton County Prison who indicated a desire to* ***make it different for their kids.*** *In FY 1992-93, based upon the results of the first year, Northampton Community College received a grant from the Barbara Bush Foundation for Family Literacy to break intergenerational patterns of literacy-related problems. In FY 1993-93, PDE funded the continuation of this project as a 353 under the title,* ***When Bonds are Broken.***

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## A Multi-Faceted Approach

Under this project, literacy and parenting skills instruction was offered not only to incarcerated fathers but also to their children's caretakers:

- ***48 incarcerated fathers (who had 107 children) received parenting skills instruction in addition to ESL, ABE, and GED classes.***
- ***33 of 48 caretakers attended at least one of the cycles offered while the children were visiting their fathers in prison.***
- ***3 of the incarcerated fathers received tutor training and subsequently tutored in the classroom.***
- ***18 community volunteers were trained as tutors and worked with fathers and children***
- ***28 parolees attended an evening class and 6 earned their GED.***

## Project Products

The final report provides a detailed description of the project, its successes and disappointments, and the effect it had on the prison and the community. A clearer description of the scheduling of classes and tutoring (explaining exactly who received what kind of instruction and for how long) would have been helpful.

The two byproducts of this project, manuals for **Tutor Training** and **Caretaker Training** are excellent. Clear, concise and easy to duplicate, they address literacy holistically and through an intergenerational approach.

### *Tutor Training*

The tutor training manual includes a bibliography, a sample lesson plan, and a comprehensive outline that includes all the resources needed to conduct three 2-hour training sessions. Credit is given for useful tutor training ideas to the five videotapes produced as part of the exemplary 353 project, ***Tutor Training Development Workshops,*** *AE 3025-933,* reviewed in the March 1994 issue of FOCUS.

This manual includes all aspects of tutor training, including general literacy awareness; lesson planning; understanding learning styles; reading, writing, word attack and spelling activities; and the language experience approach. It includes an extensive list of resource materials and ideas for tutoring. **It is not geared specifically to family literacy nor to tutoring in prisons.**

### *Caregiver Training*

This manual, entitled ***First Teacher,*** is organized into nine sessions, and includes a list of resources. The manual contains simplified versions of child development, learning theory, and parenting practices along with questions and activities for classroom use. Subjects covered include learning styles, reflective listening, and gender roles.

## FOCUS RATING

This project was rated **EXCELLENT** for Innovation and Final Report; **SUPERIOR+** for Effectiveness and **GOOD+** for adaptability. Focus panelists recommended this program for use in all county and state prisons and suggested that the Caregiver Manual could be easily used by any Family Literacy program.

**REMEMBER!**

When requesting 353's reviewed by FOCUS, be sure to include the AE number or Project number as well as the Title of the Project.

The FOCUS panel consists of: **Jane Ditmars,** Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp,** Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline,** Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Adult Education Director, Harrisburg State Hospital; **Carol Molek,** Director, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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Pennsylvania Adult Basic and Literacy Education

# FOCUS on Literacy

This Month:

**WORKPLACE LITERACY**

January 1995 | Volume 9, Number 2 | Sherry Royce, Editor

## IN THIS ISSUE


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- *Finding the Missing Link: Expanding the role of Literacy Councils in the Workplace* page 4


The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

**INNOVATION:**

- Addresses major priorities.
- Creative use of resources.

**EFFECTIVENESS:**

- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

**ADAPTABILITY:**

- Reports and/or curricula are clearly written.
- Little staff training is needed.

**FINAL REPORT:**

- Complete description of all products included.
- Readable, well organized, and presented.

**On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).**

**Projects may be borrowed from : AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9192.**

**or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607. Fax: (412) 443-1310.**

## WORKFORCE BASICS

**Project Director is Amy Neubert, Center For Literacy, 636 S 48th St., Philadelphia, PA 19143. TEL: (215) 474-1235. FY 1993-94. $15,154. Project # 98-4008. CFL educators contributing to this project were Catherine DeLong Smith, Elizabeth Houston, Jane McGovern, Rose Brandt.**

### A New Trend In Workforce Curriculum Design

As workforce literacy programs multiplied, the importance of suiting instruction to employer needs and worker interests led to the development of numerous ***job specific curricula***. Over the past five years, Pennsylvania and other states have spent considerable amounts of federal 353 money on special projects such as *Worker-Centered Learning: Basic Skills in a Union Settings* (featured on page 3) that, while excellent for their targeted company, have limited adaptability.

Experienced workforce literacy program directors are now calling for a broader, more flexible definition of a workplace basics skills curriculum, one that views workplace literacy *as a transferable process*.

### The *Workforce Basics* Curriculum

Center for Literacy (CFL) staff designed and developed a ***Workforce Basics*** curriculum that addresses needs common to diverse worksites. The student and instructor materials use general workplace-related materials, such as memos, handbooks, insurance policies, etc. to provide instruction in the following basic and higher order skills:

- **Critical Reading**
- **Effective Writing**
- **Oral Communication**
- **Problem Solving**
- **Study Skills**
- **Work-Related Math**
- **Word Processing**

The curriculum was field tested in seven classes with four teachers and 76

**CONTINUED ON PAGE 2**

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

## Workplace Basics

**continued from page 1**

students, and then revised according to the following findings. For topics where classes used lessons selectively, lessons were revised to stand on their own, where classes covered topics in their entirety, lessons were developed sequentially.

### Instructor's Manuals

The instructor's manuals include an introduction, lesson plans for at least 10 hour's of instruction, copies of the student materials, and a suggested process for adapting the instruction to job-specific tasks.

Each lesson plan includes a rationale, goals, list of materials, and suggested activities. Enough information is supplied to support an educator new to workforce education or challenge a veteran seeking fresh ideas.

The introduction, provided for instructors in each manual, lays down a rationale for teaching the topic, explains the sequencing of the units, states expectations for learner growth, suggests workforce areas where the skills being taught are essential, and cites other ***Workforce Basic*** booklets where related activities can be found.

### Student Booklets

The student booklets are attractive in format, well organized, and easy to read. They vary in length from 14 to 63 pages with space provided to complete exercises and writing activities. Tutors or teachers can select topics and chapters that are appropriate for their student or their specific class.

While rating the *Effective Writing* unit as only fair (exercises available commercially are better), Focus panel members praised the other six booklets, and cited the *Problem Solving* and *Study Skills* units as excellent.

### Team Building

The ***Problem Solving*** unit is designed to teach and reinforce team building while strengthening communication, reading, math, and critical thinking skills. Problem solving-activities teach learners to be aware of different points of view, separate fact from opinion and cause from effect, summarize situations while reserving judgment, rank job tasks in order of importance and create timelines for them, weigh the pros and cons of decisions and consider their consequences.

As such, the unit helps learners look at problem solving as a five-step collaborative process composed of identifying the problem, finding the cause, brainstorming for solutions, weighing the consequences, and making decisions. It then takes problem-solving one step further to planning, implementing, and evaluating solutions.

Employees who learn to work together to identify common concerns and issues, share ideas, select the most effective solution, and develop and implement plans are better equipped to play their part in total quality management, and to handle workforce reorganizations.

### Study Skills

The study skills booklet provides activities that prepare workers to be comfortable and effective when:

- ***Reading forms, employee manuals, safety manuals and administrative information.***
- ***Writing Reports, completing forms, and handling administrative information***
- ***Speaking, listening, and note-taking at meetings, workshops, presentations, and various work tasks.***

They learn to use context clues, word parts and dictionaries when they encounter unfamiliar work-related words. They are taught pre-reading and underlining strategies and practice finding the main idea in written correspondence and taking notes during a meeting.

### FOCUS RATING

The FOCUS panel accorded this project an **EXCELLENT** in every category, stating:

> ***The subject matter in* Workforce Basics *is appropriate for all adults. This curriculum has application beyond the workplace and could also be used in an ABE setting.***

# WORKPLACE LITERACY SELF-TEST

Written by Maureen Cort and Nancy Disario; Concept by Project Director, Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Tel: (610) 861-5069. FY 1993-94. $5000. Project #: 98-4017.

### It's Fast, Easy, Completely Confidential!

Assessment in the workplace is never easy! In addition to problems of confidentiality, many workers have little idea of the extent of their deficiencies in reading or math, and some workplace programs lack experience in accurately placing employees at the proper instructional level. This project provides workplace educators with an excellent tool for solving these problems.

The project includes a concise, well-organized, and highly readable Final Report, and a Test Folder that includes a ***Guide for Employers*** and an employee self-test of reading and math skills entitled, ***Point Yourself in the Right Direction.***

The ***Guide for Employers*** provides suggestions for disbursement of the self-assessment test as well as a description of its contents, and an explanation of purpose, advantages and probable outcomes.

# Point Yourself In The Right Direction

The ***Workplace Literacy Self-Test*** contains 15 math problems and a one-page reading passage followed by 10 questions. When employees taking the self-test check the answer key, they are given remediation advice, such as:

> *If you had any answers wrong in # 1-5 , you may need help with reading comprehension skills.*

### Additional Testing Needed

The major flaw in this screening instrument — the lack of sufficient field testing to provide validity — can be easily corrected by a follow up evaluation project.

## FOCUS RATING:

The FOCUS panel rated this project **SUPERIOR** for Innovation, and Effectiveness; and **EXCELLENT** for Adaptability and Final Report, noting: ***It fulfills an important need in that it can easily be adapted for any workplace literacy initial screening.***

## ★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Workplace Literacy

### PROMOTION & PLANNING

In 1989, PSU developed two promotional videos featuring workplace programs. **Upgrading Basic Skills for the Workplace**, AE# 2175-189 provides a 30-minute video and guide depicting eight workplace literacy program sites in Appalachia. **Staff Development Video Training**, AE 4100-90, can be used to train ABE/GED administrators in developing partnerships with business.

In 1991, Northampton Community College staff contacted employers and participants in workplace classes to study the effectiveness of recruitment practices, the reasons employees participate in classes, and the logistics of a workforce class. Based upon this research, **Moving the Worker into the Classroom**, AE 2175-268, published a 24-page guide for companies and literacy programs to set up workplace instruction. It includes 11 brief guidelines for selecting an effective literacy teacher.

### WORKPLACE CURRICULUM

**Gearing Up for the Future**, AE # 3025-626, demonstrates how Northampton Community College staff teamed up with local businesses to develop a basic math numeracy skill training audit and curriculum. The end product was a 250- page competency-based math manual that includes practice in job-related math problems.

**Reading, Writing and Critical Thinking for Employees** is a two-year project of the Allentown Literacy Council, AE# 3025-716, and Project #98-2006. Literacy Council staff developed a specific skills curriculum applicable to workers at entry and second level in light machinery, health care, food preparation, hotel, and housekeeping businesses. It teaches basic skills at 0-4 and 5-8 levels using real and workplace-simulated materials developed in conjunction with representatives from local businesses.

Honorable Mention

# TNT: Teams Need Training

Project Director is KayLynn Hamilton, CIU'10, 110 EastBald Eagle St., Lock Haven, PA 11745. Tel: (717) 893-4038. FY 93-94. $15,572. Project # 99-4007.

## Self-Directed Work Teams

As self-directed work teams become more popular in the American workplace, employees must understand team concepts and develop team skills in order to work effectively. Workplace educators are being called upon to expand the academic program to include such skills as communication, problem solving, and interpersonal relations.

## Project Components

This project developed a curriculum for adult educators to use in teaching team work skills and provided two ½ day seminars to educators from CIU 10 and other local agencies engaged in workplace training. In addition to a final report, there is a 9-chapter manual and resource guide.

## TNT Manual And Resource Guide

The 72-page manual provides an excellent discussion of **team development** that addresses the areas of: commitment; trust, purpose, communication, involvement, and process orientation.

This is followed by eight chapters on:

- *Conflict Resolution*
- *Problem Solving*
- *Leadership*
- *Motivation*
- *Self-Esteem*
- *Communication*
- *Decision Making*
- *Interpersonal Relations*

Each chapter contains a discussion of the topic and includes related activity sheets with exercises culled from published materials identified in the Resource Guide. While these materials are all available elsewhere, this project consolidates them so that they are immediately usable for workforce training by any program. ***Actually, these topics would be of value in any ABLE class.***

## Panel Comments

The project was well conceived, executed, and presented, albeit somewhat expensive. It would be useful to ABLE teachers as well as to workforce educators.

The followup questionnaire is good, but it's results are not included in the Final Report.

# Worker-Centered Learning: Basic Skills in a Union Setting

Honorable Mention

**Curriculum and materials for this project were developed by Dr. Fred M. Schied and Priscilla Carman as a cooperative effort between the Philadelphia Hospital and Health Care Workers, District 1199C, AFL-CIO and the Institute for the Study of Adult Education, 204 Calder Way, Suite 209, University Park, PA 16801. Tel: (814) 863-3777. FY 1993-94. $18793. , Project # 98-4013.**

## Product Specific - Process Adaptable

This project is an excellent example of the advantages and problems inherent in developing workplace-specific curriculum. The final report describes the process and presents the curriculum developed to improve the basic and higher order skills of adults enrolled in a union-based pre-allied health adult basic education program.

## The Curriculum

The curriculum, which includes concept-building discussions as well as reading, vocabulary, usage, writing, charting and math activities, is entirely based upon the *Pension Plan for Hospital and Health Care Employees* Booklet and the *Union Contract*. On-the-job issues and concerns are emphasized at the same time that basic and higher order skills are addressed. As such, the overall cost, $18,793, seems high given the fact that it has limited adaptability beyond this specific workplace.

## The Process

What then earns this project an Honorable Mention from the Focus Panel? The process of working with union personnel to establish needs and priorities, and the structure of the training is spelled out clearly in the final report, and **the process is adaptable.**

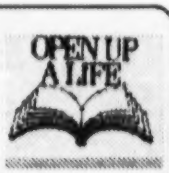
One key principle modeled in this project is the active involvement of learners and staff in the development of a curriculum relevant to their immediate needs. Another is the initial provision of background knowledge related to important terms and ideas in order to provide learners with adequate concepts about the materials to be used in instruction.

## Evaluation

While the curriculum was pilot tested by two classes of the union health care program, follow-up information about student response and improvement after using the product would have been helpful.

# FINDING THE MISSING LINK:

## EXPANDING THE ROLE OF LITERACY COUNCILS IN THE WORKPLACE




**This project was developed by Michelle Joyce, Workplace Coordinator and Karen Mundie, Program Director, Greater Pittsburgh Literacy Council (GPLC), 100 Sheridan Square, Pittsburgh, PA 15206. FY 1993-94. $10,000. Project #: 98-4029.**

### A Natural Partnership

The final report contends that small companies are natural partners for literacy councils.

- Small businesses have monetary constraints and cannot always afford the training programs provided by community colleges.
- Small businesses have time and scheduling limitations and literacy councils are traditionally flexible in delivering services.
- Employees in small companies are expected to handle more than one job and literacy councils are experienced in adjusting curriculum to provide a broad range of skills.

### Identifying Small Business Needs

The final report provides a model for literacy councils that will allow them to form working partnerships with small business and provide instruction for employees that serves the needs of both employer and worker. This model can be followed when researching, designing, and implementing workplace programs for small businesses.

### Market Research

With the help of small business associations in their area, project staff identified 50 small and medium-sized businesses in the Pittsburgh area. These companies were then sent a ***Workplace Survey;*** handouts about illiteracy in the country and the community, newspaper articles and brochures describing the GPLC program; and a cover letter inviting the businesses to participate in the survey. Each mailing was followed by a phone call.

Twenty companies agreed to participate in the survey and individual on-site interviews were conducted with 20 upper managers, 12 middle managers, and 16 hourly workers. Copies of the cover letter sent to the businesses, and surveys designed for management and for employees are included in the final report.

### Survey Results

The final report provides a question-by-question analysis of the ***Workplace Survey***, covering such topics as training, funding, providers, practices, and outcomes. Three of the companies contacted by the project decided to conduct a workplace skills improvement class with GPLC as the educational provider.

### Program Models

The final report also describes the steps taken to design and implement workplace literacy programs at these three sites. Two companies opted for structured classes, the other choose one-on-one tutoring. Programs were run at two sites with the third planning to start classes in September 1994. More details about the models and quantitative measures of participant success would have been helpful.

Based upon these models, the final report presents a simple schematic for creating a workplace program that is easy to follow and to adapt.

## FOCUS RATING:

The project was rated **SUPERIOR** for Innovation and Effectiveness, and **EXCELLENT** for Adaptability and Final Report. Panel members praised project staff in addressing this issue and providing a *good description of the complementary relationship between literacy councils and the specific characteristics of small business.*

While the model provides clear steps for establishing workplace programs, it does not address inherent problems in implementation. Issues such as time, commitment, dollars, and follow through must be carefully considered before it can prove practical for a small volunteer-based organization.

The FOCUS panel consists of: **Jane Ditmars,** Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp,** Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline,** Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Adult Education Director, Harrisburg State Hospital; **Carol Molek,** Director, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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Pennsylvania Adult Basic and Literacy Education

# FOCUS on Literacy

This Month:
CURRICULUM DEVELOPMENT

February 1995 | Volume 9, Number 3 | Sherry Royce, Editor

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The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

**INNOVATION:**

- Addresses major priorities,
- Creative use of resources.

**EFFECTIVENESS:**

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience

**ADAPTABILITY:**

- Reports and/or curricula are clearly written.
- Little staff training is needed.

**FINAL REPORT:**

- Complete description of all products included.
- Well organized ; attractive adult format.

**On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).**

Projects may be borrowed from : Advocate, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541 .

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA . 15044-9644. Telephone: (800) 446-5607. FAX: (412) 443-1310.

## DON'T KNOW MUCH ABOUT GEOGRAPHY

**Project Director was Daryl Gordon, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel: (215) 426-8610. FY 1992-93. $18,808. Project # 98-3030. .**

### Making Geography Relevant

Next to English grammar, geography has gotten *a bad rap* as the dullest subject taught in ABLE classes. This project sets out to change that impression and succeeds. Adult learners in three pre-GED and one GED class learned crucial geography skills while also learning about their own culture and people of other cultures.

### The Teacher's Guide

A 74-page manual, *Exploring New Territory*, provides teachers with strategies, techniques and activities for presented geography as a field connected to adult learners. It begins with what learners know best — their own community — and uses that knowledge as a foundation on which to build other skills.

An overview of and rationale for the project is provided in the introduction to the guide, while the appendix contains resource lists of geography texts, multicultural ESL texts, novels about various cultures and locations, maps, and statistics on world hunger.

### The Curriculum

The curriculum is designed to be a resource of varied geographic activities for teachers rather than a sequenced curriculum. However, the three units provide a natural learning progression:

- *Local Geography*
- *Learning about States in the U.S.*
- *Learning about Countries and Continents*

The first lesson in each unit presents map basics and provides a foundation for subsequent lessons. Each lesson begins with a list of objectives and a description of the activity. Teachers can choose exercises and activities in sequence or intersperse them with current events or social studies lessons.

**Unit 1** teaches map reading, using a map key, and identifying directions in the context of the adult learners' neighborhood.

**Unit 2** covers states through group activities such as planning a trip and discussing current events featured in the news.

**Unit 3** uses student interviews and simulations to stress learning about the people and culture of different countries as well as their climate, locale and terrain.

### Research and Evaluation

Teachers completed a pre-survey to gauge their needs in teaching geography, and evaluated the lessons during the field test. Students took a pre-survey to establish their interest in and knowledge of geography, and completed self-evaluation forms documenting their progess. Students in the program scored 2½ points higher on the GED social studies test than non-participants.

### Focus Rating

This project was rated **Superior+** for Effectiveness and **Excellent** in all other categories. Although the evaluation needed more documentation and there was little information about Asia, panel members called it clear, concise and user-friendly. Its gentle multi-cultural focus, its cooperative focus, and its variety of learning styles make it suitable and easy to adapt for low level literacy and L.D. adult learners.

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

# MATH LITERACY

**Curriculum developer was Catherine DeLong Smith. Project Director, Rose Brandt, Center for Literacy, Inc. 636 S 48th St., Philadelphia, PA 19143. Tel: (215) 474-1235. FY 1993-94. $15,572. Project #98-4020.**

This project produced a Math Literacy Curriculum consisting of a seven-unit adult learner's workbook and a corresponding practitioner's handbook. This curriculum supports math instruction in which students are active participants, working together as partners or teams, exploring math concepts and applying math to their daily lives.

## Integrating Skills

Activities that encourage integrating reading with math skills are provided in every unit. Students read bus schedules, nutrition labels, and newspaper ads. Writing activities that aid students in self-assessment of their learning include keeping a math journal and writing word problems and lesson plans.

*Math literacy, like reading and writing literacy, is more than a set of skills. It involves being able to use and interpret numbers in the real world of adult math and to meet one's personal goals.*

Each chapter begins with a few questions to help learners determine what they know about the topic.

**Chapter 1**, *Reading, Writing, and Thinking About Numbers*, introduces students to learning partnerships, journal keeping, and an awareness of numerical information in newspapers (weather forecasts), magazines (sports statistics), and books (recipes).

**Chapter 2** introduces whole numbers, place value, ordering numbers, and writing whole numbers. **Chapter 3** provides practice in estimating time, money, and materials and helps learners understand when exact numbers are essential (bus fare) and when an estimation is appropriate (time the bus takes to get downtown). **Chapter 4** goes beyond instruction in calaculator operations to group practice in using calculators to solve and create word problems.

**Chapters 5** deals with measurement concepts and provides practice in converting length, weight, and liquids.

**Chapter 6**, *Retelling the Story*, illustrates the value of charts, pictographs, and bar, circle and line graphs in presenting information.

**Chapter 7** describes eight math games students can play in class or at home.

## FOCUS Rating:

Suitable for ABE, GED, and ESL classes, this cooperative learning curriculum received an **Excellent** for Innovation and Adaptability, and a **Superior** for its Final Report. There is no rating for **Effectiveness**, as the final report contains no *hard information* on its use with 110 students.

# ABLE AS STORY TELLING

**Honorable Mention**

**Project Coordinators were George Rutledge and Rosthild Orleth-Diener. Project Director, Henry P. Wardrop, Lincoln IU 12, PO Box 70, New Oxford, PA 17350. Tel: (717) 854-4154. FY 1993-94 $6,199. Project # 98-4027.**

***The title is all wrong*** — but the project is all right. It's not a storytelling manual but an inspiring, philosophical treatise that offers an alternative vision for adult basic and literacy education. Written by a veteran ABLE practitioner and a cultural anthropologist new to ABE, it is often wordy, sometimes rambling, but nevertheless speaks to the basic issue of remembering why we educate.

Billed by the authors as ***a manual of explanation and demonstration***, it provides practitioners with *plenty of theory and sufficient practice* to look at what is being done in ABE programs and decide whether such practices lead to :

- *giving students opportunities to learn more about themselves and others*
- *encouraging students to do more of the acting and less of being acted upon*
- *promoting attitudes and academic tools that will keep students moving toward their goals and dreams*

### *Building a class library*

Believing in a bridge between empowerment as *naming one's world* and owning and reading literature, the manual offers suggestions for collecting low-cost books, poems, newspapers, and magazines, and getting staff and students to use an easy-loan, on-site library.

### *Reading and writing techniques*

Student activities and corresponding staff techniques useful in encouraging reading and writing with students of all ages and backgrounds are scattered throughout the guide. They include:

- using poems to inspire stories;
- ghost stories and the social studies curriculum;
- using story circles;
- auditory versus visual literacy;
- learning from emotional content;
- writing with authority and knowledge.

# Science & Math Applications

**Honorable Mention**

**Written by Lori Lauver, Project Director, Carol Molek, TIU Adult Education and Jobb Training Center, 1 Belle Ave #58, Lewistown, PA 17044-2435. TEL: (717) 248-4942. FY 1993-94. $10,517. Project #: 99-40.**

Useful rather than innovative, this math and science compendium provides practitioners with a detailed sequenced outline of traditional strategies, techniques and materials to teach these skills to small groups (10 or less) of ABE students. Especially helpful for tutors and teachers new to ABE, it offers suggestions for reinforcing basic concepts by helping students tie the subject matter to everyday life through the use of hands-on activities.

A listing of concepts taught in 10 math units and 9 science units is followed by an outline of skills taught, assessment of skills learned, materials to be used, and teaching strategies and techniques for each subject area in a unit. Field tested by 33 ABE students who received a maximum of 50 hours of instruction, this curriculum proved successful in that participants averaged a gain of 2½ grade levels on the TABE test and reported increased confidence in their math and science abilities.

# ★★★★ THE 1994 ABLE CURRICULUM GUIDE ★★★★

The *1994 ABLE Curriculum Guide* is the fifth and most extensive in a series of annotated bibliographies of ABLE learner resources funded since 1979 with ABE special project monies. In a departure from previous years, the 1994 revision features a separate 48-page manual exclusively devoted to ESL materials.

## Selection Criteria

Only those materials deemed desirable for use in ABLE programs were selected for these guides. A panel of adult education program directors, curriculum and staff development specialists, and teachers with expertise in the areas of ABE, GED, ESL, and basic, family and workforce literacy reviewed the resources and rated them according to the following criteria:

- **objectives**
- **validity**
- **content**
- **objectivity**
- **organization**
- **teacher support**

Of some 400 books reviewed, 84 ABLE and 64 ESL resources were chosen as exemplary and featured in the guides.

## Resources for ABLE Learners

Rather than follow the standard practice of listing resources by levels of adult learner achievement (i.e. 0-4, ABE), this year's guide classifies materials as to subject matter. The ABLE listing is divided into Life Skills, Family Literacy, Vocational Skills, Math, Reading, Pre-GED and GED, Social Studies and Writing. In addition to a brief description of the resource and its rating, each listing provides the following data:

- **purpose (academic)**
- **components (text)**
- **skills (math)**
- **format (core text)**
- **single copy price**

## Resources for ESL Learners

ESL resources are classified as: Dictionaries, Integrated Basic Series, Listening and Speaking, Vocabulary Development and Reading, and Grammar and Writing. A critique of each resource and its rating is listed along with the same data reported for the ABLE guide (i.e. purpose, single copy price, etc.).

The following guidelines were suggested as governing the selection of materials for an ESL class:

*Select a comprehensive text for each student along with a vocabulary development program, a speaking-conversation text, reading materials for enjoyment, and other materials tailored to meet the individual's unique needs.*

## Teacher Resources

The *1994 ABLE Curriculum Guide* provides practitioners with ABLE and ESL bibliographies of teacher resources and learner materials as well as a index of materials by publisher and a listing of publisher's contacts, addresses, telephone and fax numbers for easy ordering.

## FOCUS RATING:

This project was rated **EXCELLENT** across the board and recommended as *an important resource that belongs on every ABE administrator's shelf*. The description of the process used in this project would be helpful to ABLE educators in other states.

# PENNSYLVANIA GOVERNMENT

## A Handbook for Citizens

**Developed by Barbara Woodruff and Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave. #58, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. #98-4037.**

An excellent resource for ABLE staff, ABE/GED, ESL students and adults preparing for citizenship, a 150-page handbook provides detailed information about Pennsylvania government's structure and taxes. Written a a 4th to 8th grade level, it includes a glossary, bibliography and is packaged with its final report, and two small booklets, entitled *Consitution of the Commonwealth of Pennsylvania* and *Pennsylvania Consolidated Statues - 1993 Cumulative Supplement*.

## Handbook Contents

Each unit contains readings followed by a definition of terms, discussion questions and activities, such as fill in the blanks and puzzles. **Unit 1** contains an historical overview of the Commonwealth during the rule of William Penn. Its selections address Pennsylvania's first settlers, its border disputes, the initial charter and constitutions, and charts its first executive and judicial systems.

**Unit 2** offers a clean, concise, bare bones description of current state government. It describes the General Assembly, the Executive branch and the Judiciary and delineates the legislative standing committees, the state court structure, and the functions of state agencies.

**Unit 3** features local governments and details the structure and operations of county government and city government. Flow charts enable readers to easily differentiate between the commission form of government and the council manager, mayor-council, borough, rst, second class, and rural townships. This unit also covers voting elections and political parties.

**Unit 4** discusses county, city, borough township, and school taxes as levied on real estate and individuals, and state taxes that as levied on income. It also discusses *hidden taxes* included in the price of an item or service.

**Unit 5** addresses Pennsylvania's court system, its structure and the duties of court officials. It defines the eight categories of law and distinguishes between criminal and civil law. After describing the judicial consequences of committing a crime, it turns to civil law, zoning, and five major legal issues: divorce and custody, housing and eviction, sexual harassment, employment rights, public benefits and debt collection.

## Focus Rating:

The project was rated **Excellent** for Adaptability and Final Report and **Superior +** for Innovation and Effectiveness. Panel members praised the content, flow charts assignments and activities. They were concerned that although the handbook was field tested with ABE students in four counties who reported an increase in knowlege about taxes, the legal system, and local government, there is no measurable data concerning their progress.

Informative for **all** Pennsylvanians!

# *BEYOND THE GED WITH PHYSICAL SCIENCE*

**Developed by Karen Handerhan and Jane Smoker, Mercer County Vo-Tech, PO Box 152, Mercer PA 16137. Tel: (412) 662-3000. FY 1993-94. $11,604. Project #: 98-4024.**

This project set out to provide a hands-on physical science curriculum with an emphasis on chemistry for GED students interested in continuing their education at the college level or enrolling in vocational training that demanded a strong science background. The end result is a participatory curriculum that is fun for learners and teachers and easy to simplify and use with adult students in academic, cooperative learning and family literacy situations.

## The Research Design

In order to establish curriculum objectives, project staff conducted an informal evaluation of GED students' academic goals, assessed their needs in the area of physical science and chemistry, and reviewed related resource materials and nursing school entrance examination books. Four units of instruction were developed.

## A Hands-On Curriculum

A 15-page final report, curriculum guide, pre/post-tests and bibliography are bound together in one booklet. Units include:

- *Introduction to Chemistry*
- *Introduction to Atomic Structure*
- *Chemical Formulas and Equations*
- *Common Chemicals*

Most of the activities require only *kitchen* or *grocery store* items. A supply list included in unit one suggests: balloons, string, tissue, a tape measure, rubbing alcohol, sugar cubes, etc. The experiment on suspensions requires only:

### SUSPENSIONS SETTLE

- sand
- pebbles
- water
- jar/w lid

**Unit 1** defines matter and addresses its physical and chemical properties. Simple experiments that can be performed in any classroom allow learners to create and observe physical and chemical changes in matter.

Lesson plans provide staff with a list of materials needed for each activity, suggest procedures, provide questions for discussion and explain the reaction in simple terms that propound scientific principles.

**Unit 2** defines atoms and molecules and contrasts the properties of atoms with the compounds formed. The 15 lessons in this unit cover the atom's structure, examine chemical changes in atoms, and teach the periodic table of the elements. Like most of the illustrations in this guide, the periodic chart included in this unit is clear, sharp, and easy to replicate.

**Unit 3** provides practice in identifying element symbols, writing chemical formulas and balancing equations.

**Unit 4** examines common acids, bases and solutions and discusses the pH scale, osmosis, diffusion, density and displacement.

## Focus Rating

The project received a **Superior** rating for Effectiveness and an **Excellent** for Innovation, Adaptability and Final Report. The guide is well-organized, easy-to-use and to adapt. The participatory lessons are obviously enjoyable for students and staff.

A glossary of advanced vocabulary, and additional evaluation of student progress would be helpful. With some simple revisions, it could be used in classroom or tutoring situations by any ABE, GED, ESL or family literacy program.

The FOCUS panel consists of: **Jane Ditmars,** Region 7 Staff Development Coordinator; **Carol Goertzel,** Executive Director, WAWA, Inc; **Chris Kemp,** Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline,** Executive Director, Adult Learning Center, Inc.; **Joan Leopold,** Harrisburg State Hospital; **Carol Molek, TIU** Adult Education and Job Training Center, and **Sherry Royce,** Focus Editor.

**FOCUS BULLETINS** are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvancE, 11th Fl, PDE, 333 Market St., Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Tel: (717) 783-9192 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA 15044. Tel: (800) 446-5607. Fax: (412) 443-1310.

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This Month

SPECIAL POPULATIONS

March 1995 | Volume 9, Number 4 | Sherry Royce, Editor

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When requesting a project, please refer to it by its AE number.

# REMEMBRANCE OF TIMES PAST

## Personal Anecdotes by the Senior Citizens of the Platinum Historical Literacy Class

The Platinum Historical Literacy Class Project was developed by Kathy Vaughn and Lyn Leto, Schuylkill IU 29, P.O. Box, 130, Maple Ave., Mar Lin, PA 17951-0130 Tel: (717) 544-9131 FY 1992-93 $12,357 Project # 98-3037

### Fostering Seniors' Skills

This project designed and operated a Platinum Historical Literacy class for senior citizens and developed a pilot ABE language experience curriculum, entitled *A Remembrance of Times Past in Schuylkill County*. The project grew out of the observation that ABE classes in Schuylkill County were serving mainly young adults while adults over 60 comprised the greatest number of people who did not attend school past 8th grade.

Class objectives were to improve senior citizens' reading and writing skills and to increase their self esteem by providing them with an opportunity to record the history of the county as seen through their eyes. The book compiled as a result of their stories will become a component of selected social studies curricula throughout the county.

### Encouraging Participation

Project staff used high school age vocational students to distribute flyers and man tables at the local mall prior to the start of class and periodically throughout the project's tenure. Visits to Senior Centers and a feature article in the local newspaper also contributed to class enrollment. While 30 seniors were served, only 13 students remained throughout the course.

### A fantastic Book of Anecdotes

This delightful digest of 112 poems, quotations and anecdotes of everyday life in a different era speaks to the heart. I read it, as the project director suggested, *"from the perspective of a child sitting at a grandparent's knee."*

I learned about ice for sale, feedbag dresses, medicine shows, World War I, the depression and working the mines, as senior storytellers reflected *"on the past's rich memories in a stream of consciousness technique"*. It was fantastic!

### A Frank Discussion of Results

Observations, such as the following, provided in the final report would be helpful to anyone adapting this project:

- *Seniors participating were motivated by their desire to share their memories **not** to improve their academic skills.*
- *Senior participated enthusiastically **while** they were interested but left with polite excuses when they were tired or bored.*
- *Seniors attended class in pairs and would not attend if their friend could not come.*

### Focus Rating:

The project was rated **Superior** for Innovation, **Superior+** for Effectiveness, and **Good** for Adaptability. While it lacks a bibliography and list of participants, it is thoroughly researched outlined and presented. The text of the anecdotes is fantastic!



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# hand in hand

**SKILLS ACTIVITIES FOR ESL TUTORS AND STUDENTS**

**Project Director was James J. Biles, Lutheran Children and Family Service (LCFS), 101 E. Olney Ave., Philadelphia, PA 19120. Tel: (610) 734-3382. FY 1993-94. $14,829. Project #: 98-4050**

## Follow-up Training for Tutors

***Hand in Hand***, the second volume in LCFS' training program for tutors, provides ongoing training and structured support for tutors who have begun working with low-level literacy and illiterate adult students. This 100-page booklet is divided into six chapters illustrating effective strategies for:

1. *Improving Pronunciation Skills*
2. *Designing a Survival Skills Unit: Health Care*
3. *The Interrogative Taught as a Skill to Assist Beginning Students in Using the English Language Outside the Classroom*
4. *Using Oral Histories to Promote Literacy Skills*
5. *Using the Newspaper with ESL Students*
6. *Preparing the Student for Employment*

This material will provide at least 18 months of training in basic ESL techniques and methodology when used quarterly in tutor training workshops.

## Learner-Centered Instruction

This training emphasizes learner-centered instruction whereby the tutor assists the adult student to set realistic goals and interpret his or her needs. The content of the instruction (lesson plans and competencies) is grounded in the student's needs and goals. This workbook provides tutors with the rules and practice that will enable them to creatively tailor curriculum, syllabus and materials to individual needs.

## Lesson Format

Each chapter begins with an introduction to the concept being taught, a description of its place in the curriculum, and an overview of the lesson. This is followed by a statement of general rules, procedures, examples, practice, and suggested classroom/tutoring applications.

## The Final Report

The final report which is bound with the manual provides readers with an understanding of how the product was developed and evaluated.

## FOCUS RATING

The project was rated for **SUPERIOR** for Innovation and Effectiveness and **EXCELLENT** for Adaptability and Final Report. While questioning the field testing and results of usage, panel members noted that this practical, clearly written, attractive manual seemed to be easy to work with and fulfills an important staff development need. It would have been helpful to explore additional areas and offer more activities.

## Core Project

The first volume in the LCFS series for tutors, *A Guide for the Volunteer Tutor*, provides tutors with introductory training in cultural sensitivity, student assessment, teaching techniques, lesson planning and ESL methodology. It forms the core of LSFS' ESL tutor training program. ***Hand in Hand***, the second volume in the series is reviewed on this page.

**********

## Exemplary Special Projects featuring Oral Histories

- ***Learning About People*** *(AE 3025-522 - 1988) and* ***Learning About Out Past Through People*** *(AE 3025-564 - 1989) produced by RWZ Educational Services.*

These projects teach adult learners to gather oral histories. The emphasis in the first project is upon English composition and teaches the basic skills of interviewing, note-taking, taping, transcribing, organizing, writing and editing.

The second project applies the oral history approach to social studies. Using the skills studied in *Learning about People*, adult learners take control of the learning process.

**An Intergenerational Approach to English Language Usage,** (AE 3025-573 -1990) Neuman Senior Center, Philadelphia. This project created a shared learning experience between a group of gifted middle school students and recent Russian immigrants. Seniors' remembrances were published in a booklet along with 5th grade students' interviews and illustrations.

**Honorable Mention**

# Family Literacy In Bridge Housing

**This project was developed by Shelli Glanz and Chris Hoke under the direction of Judith Aaronson, Pittsburgh Literacy Initiative, Goodwill Industries of Pittsburgh, 2600 E. Carson St., Pittsburgh, PA 15203. Tel: (412) 481-9005. FY 1993-94. $6,204. Project #: 98-4059.**

This project offered seven *Read Me A Story* workshops to 51 parents who were residents of four bridge housing units for homeless families. The overall goal of the project was to increase the amount of time that these parents spent in reading to their children. Secondary objectives included:

- *expanding parents' knowledge of the language arts and encouraging them to use language activities when interacting with their children in daily life.*
- *expanding the mothers' reading interests by reading and discussing a variety of adult-oriented readings excerpted from fiction and non-fiction.*
- *training staff and volunteers in the bridge housing projects in the methods of delivering the* ***Read Me A Story*** *program.*

The workshop content for the six student sessions is clearly outlined and lists the children's books covered, the adult selections discussed, the reading strategies taught, and the activities practiced. These activities include:

- *making stick or bag puppets*
- *writing haiku poetry*
- *creating a personal family history and family tree*
- *language experience stories*
- *tape recording stories*
- *making a simple concept book (alphabet)*

This project provides readers with a well-developed final report that thoroughly defines the conduct and evaluation of a workshop-oriented staff development project. In addition to the sessions' outlines, there is a clear discussion of the results of the project with each result keyed to its corresponding objective.

The evaluation component is both formative and summative, oral and written. It includes housing staff evaluations and participants' poetry samples as demonstrations of competencies gained. There is also an excellent bibliography.

Teaching ESL from a Thematic Approach:

# Curriculum for Multicultural Populations

**This curriculum was developed by Daryl Gordon, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel: (215) 426-8610. FY 1993-94. $21,445. Project #: 98-4033**

## Teaching a Multilevel Class

ESL classes often have learners from many different countries and backgrounds. English is their sole means of sharing their experiences and cultures. When adult learners with disparate levels of expertise in speaking, listening, reading and writing try to communicate, more advanced students may feel bored while less proficient students become frustrated and confused.

This project developed and field tested the manual, *Teaching ESL from a Thematic Approach*, which addresses the needs of a multilevel, multicultural population. Topics were selected by students in beginning and intermediate LSH classes and then developed by staff into the following chapters:

- *Introductions*
- *Health*
- *Talking About Our Families*
- *Current Events*
- *Neighborhoods*
- *Exploring Careers*

The manual provides teachers with a beginning and intermediate level lesson for each theme, so that they can tailor instruction to the various groups in the classroom. A number of self-study exercises are also included so that the teacher can work with one group while the other group works with a tutor or on an independent or small group project.

In addition to the specific grammar activities provided for beginning and intermediate learners within each chapter, there is also a 20-page appendix that provides extra grammar practice and reviews the vocabulary presented in each lesson.

## Lesson Activities

A listening activity begins each chapter followed by a word power session in which new vocabulary necessary for the lesson is presented in pictures or by the items themselves. The speaking activity encourages discussion and promotes the use of the new words and sentence formations in a functional way in the classroom.

While relatively few reading activities are included in the manual itself, teachers are provided with a list of books for beginners and intermediates that provide interesting materials akin to the topics featured in the manual.

The *Talk it Over* section suggests developing groups of three or four students to share information and learn from each other. This format frees the teacher to circulate among the groups or work with a different level of students on a teacher-directed task. A number of the activities for intermediate level learners suggest tasks that can be performed either in class or in their neighborhood after class.

## FOCUS RATING:

This project was rated **EXCELLENT** for Adaptability, **SUPERIOR** for Innovation, and **SUPERIOR +** for Final Report. Focus panelists praised it as culturally sensitive and non-judgmental with its themes set by students and its focus on problem-solving. The multilevel class suggestions make it each for the teacher to use and the activities are fun for both staff and students. As described in the final report, its evaluation and field tests components are weak, resulting in the panel's rating of a mere **GOOD** for Effectiveness.

# Mentors for College-Bound ESL Students

**Honorable Mention**

**This project was developed by Mary Kreider, Coordinator Adult Education Department, Reading Area Community College (RACC), PO. Box 1706, Reading, PA 19603. Tel: (610) 372-4721 FY 1993-94 $3,750. Project # 98-4019.**

## The Next Step

Some limited English-speaking adults regard their enrollment in ESL classes (especially those sponsored by community colleges and universities) as the first step toward enrollment in higher education. While their expectations are high, they tend to be unprepared for the entrance process, and their language skills are not sufficiently developed to ensure academic success once they enroll in a college or university. This project developed an important resource that simplifies the entry process and provides ongoing support after enrollment.

## Matching Mentors and Students

Through their connections in the college, business, and local community, project staff identified 16 mentors. They were matched with 16 ESL students and received two hours of preliminary training. Mentors then accompanied their students to the college orientation which included entrance procedures, financial aid, class scheduling, a tour of college offices, the library, and other facilities providing student services.

Mentors were invited to accompany their students to the English proficiency classes offered by RACC. These sessions helped college-bound students improve their study skills, listening and note-taking abilities, and taught them to use reference materials. Mentors worked with their students during individual sessions on a weekly basis or as the need arose.

## Evaluation and Results

Mentors reported monthly to the project coordinator and discussed the weekly journal or log of activities they were encouraged to keep. In addition, the mentor group met at the midpoint and end of the program to exchange ideas and concerns.

Of the 16 ESL students involved in this project, 11 were enrolled in college courses by the close of the project, and 10 mentors decided to continue their relationships with their students. Students reported gains in self-confidence, independence and self-reliance, as well at improvement in academic skills.

# EXPLORING THE PAST

a computer based language writing program for SENIORS

**This project was developed by Lynne C. Burke, Greater Erie Community Action Committee (GEGAC) Training Institute, 1006 W 10th St., Erie, PA 16502. Telephone: (814) 459-4581. FY 1993-94. $9,000. Project # 98-3003.**

## Demystifying Technology

*"As they walked into the computer lab and sat down, they all looked rather pale. The fear of this machinery was overwhelming for some of them. The instructor took her time and painstakingly went over the basics of how the computer worked. She stressed that they were in control of the computer and not the computer in control of them. As the course progressed, the students became more comfortable and asked very relevant questions. The instructor could see the mystery of the computer (or computer phobia) being replaced with a sincere desire to learn as much as they could in the time allowed. The students could actually see the practicality of the computer. Several seniors expressed how they wished they had* 'these things' *when they were young."*

## Improving Language Skills

Project staff developed a course and curriculum designed to improve the basic language, writing skills and self esteem of participants recruited from 10 senior centers located throughout Erie County. Seniors were first given the Test of Adult Basic Education (TABE), since the objective of this course was to increase participants' language skills by at least one grade level on the TABE. Following a review of spelling, punctuation, capitalization and sentence structure, instructional activities centered around the seniors' recollections of their past experiences. Students learned to critique their writing and revise sentences and paragraphs for clarity and conciseness. The final report includes a course outline listing topics covered, assignments, instructional method, evaluation procedures and performance-based learner outcomes.

## Introducing Computer Skills

The end product of the writing activities was to be a bound chronicle of the seniors' experiences that would be made available to Head Start classes throughout the Commonwealth. In order to produce the booklet, *Exploring the Past*, seniors took part in a hands-on word processing course designed to give them a working knowledge of the personal computer and the WordPerfect 5.1 system. The final report provides readers with the course content outline as well as a list of 10 major goals and 27 specific instructional objectives.

## Seniors' Recollections

A 50-page booklet of the recollections of 15 Erie County senior citizens is included with the final report. The paragraphs and short stories are classified under seven topics: reading memories, hometown memories, personal favorites, family traditions, favorite toys, games or amusements, what we did before TV and clothing styles from childhood.

## FOCUS Rating:

*Exploring the Past* was rated **Superior** for Effectiveness and Adaptability, **Good+** for Innovation and **Superior+** for its Final Report.

Focus panelists noted that this project addressed a real need and praised it for being very cost effective. They commended its step-by-step process of detailing the curriculum which makes it easily adaptable.

Panelist felt that the project would have been strengthened if the final report had included a bibliography, copies of the student survey and teacher observations, and feedback from Head Start programs that used the bound chronicle of seniors' experiences.

The FOCUS panel consists of: **Jane Ditmars,** Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp,** Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline,** Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Harrisburg State Hospital; **Carol Molek, TIU** Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

**FOCUS BULLETINS** are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvancE, 11th Fl, PDE, 333 Market St., Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Tel: (717) 783-9192 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA 15044. Tel: (800) 446-5607. Fax: (412) 443-1310.

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Pennsylvania Adult Basic and Literacy Education

# FOCUS on Literacy

This Month:
Research and Program Improvement

April 1995 | Volume 9, Number 5 | Sherry Royce, Editor

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- *Learner-Centered Alternative Assessment of Student Progress* page 2
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- *Project PAL Resources* page 3
- *A Literacy Lending Library* page 4


The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

### INNOVATION:

- Addresses major priorities.
- Creative use of resources.

### EFFECTIVENESS:

- Objectives and outcomes are clearly stated.
- Materials are linked to results;
- Content is appropriate for the target audience.

### ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

### FINAL REPORT:

- Complete description of all products included.
- Well organized ; attractive adult format.

**On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).**

Projects may be borrowed from : **AdvancE**, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Telephone: (717) 783-9541 .

or the **Western Adult Literacy Center**, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607. FAX: (412) 443-1310.

**When requesting a project, please refer to its name and number.**

## RESEARCH DISTILLED

### Summaries of Adult Education Act Section 353 Research Projects, 1989-93

☆☆☆☆

**This project was developed by Tana Reiff, New Educational Projects, Inc. PO Box 182, Lancaster, PA 17608-8912. Tel: (717) 299-8912. FY 1993-94. $12,000. Project # 99-4024.**

### The Search for Research Projects

This project set out to identify and summarize research projects conducted since 1989 under Section 353 special-projects grants. Projects, produced in Pennsylvania and throughout the nation, were located via a review of publications and direct contact with Pennsylvania's Clearinghouse AdvancE and the US Department of Education, Division of Adult Education and Literacy (DAEL) Clearinghouse. Information was also sought and received from ERIC listings, contacts with state departments of adult education and their corresponding literacy resource centers and correspondence with individual contracting agencies.

### Criteria for Selection

Project staff applied the following criteria to determine projects to be profiled in *Research Distilled*:

- *Project was funded as a 353 between F.Y.1989 and 1993.*
- *Project's final report could be located and reviewed firsthand.*
- *Project had some sort of experimental design and was of a firsthand nature (no reviews of literature were included).*
- *Project findings were exemplary, had broad-based applicability, could be validated or replicated, or showed a premise worthy of being followed up by other researchers.*

### Description of Contents

In all, 47 Adult Education Act research projects met these criteria and were summarized in a 32 page booklet which is divided into four sections of related subject matter:

- **Assessment and Testing**
- **Curriculum and Instruction**
- **Participation and Retention**
- **Surveys and Evaluations**

The format for the reviews was as follows: Title, Project Number (when available), Fiscal year, State, Contractor, Purpose, Summary of Procedure, Summary of Findings, Reviewer's Comments, Cross-References/Correlations to other projects, Contact Information and a document retrieval address.

### Final Report & Recommendations

You really have to read this final report! It is a lucid hard-hitting description of the state of the art in state and federal special projects' production, evaluation, and dissemination. Its recommendations should be considered by all practitioners and state staff with a serious commitment to the 353 process. These include:

- *All Adult Education Act research and demonstration projects, including basic data collection and analysis, should be required to follow experimental methodology, even if at a simplified level.*
- *Final reports should follow a standard format and dissemination strategies need to be systematized and broadened.*

### FOCUS Rating:

This project scored an **EXCELLENT** across the board. At present, it is the *only* one-stop comprehensive report on Adult Education Act research projects.

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

A Collage Assessment Instrument

# Modified Assessment for Adult Readers

Honorable Mention

**Developed by Gaie Wilt and Monica Kindig, Mid-State Literacy Council, 204 Calder Way, Suite 306, State College, PA 16801, Tel: (814) 238-1809, FY 1993-94, $4,361, Project #: 98-4043.**

## Focus on Adult Learners' Strengths

While most standardized tests and informal reading inventories are effective in identifying learner's weaknesses, this project set out to develop and test an assessment tool that would measure learner's strengths. This type of alternative assessment: 1) encourages learner's confidence and positive interaction in the assessment process, 2) points to the adult student's most effective learning strategies, 3) provides a basis for collaborative goal-setting based upon the learner's previous experiences and future needs.

Project staff developed and field-tested the collage assessment tool with 100 beginning readers and writers. It was then modified and published as the *Modified Assessment for Adult Readers Collage User's Guide*. This 99-page guide includes a rationale for alternative assessment that contrasts assessment and evaluation and makes a case for the validity of qualitative assessment. The bibliography is a reader's guide to resources on qualitative inquiry, whole language assessment, and language experience and oral history techniques. The three main chapters provide practitioners with examples of collage input, output and picture assessment.

## The Collage Assessment Tool

Collage assessment is a way to qualitatively measure an adult learner's reading and writing abilities via an open-ended, positive evaluation of their strengths and strategies-in-place. The guide lists a developmental checklist of learner concepts, learner attitudes and learner strategies for word identification and reading comprehension.

It also describes practitioner skills needed to gather qualitative assessment information about adult learners. These include an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

Procedures and practices to follow in collage assessment are explained and illustrated. These include anecdotal records, picture assessment, portfolio assessment, and writing logs.

## The Output Process

Scattered throughout the guide are valuable suggestions for developing appropriate curriculum to extend learners' abilities as identified in the process of intake and analysis. Among the collaborative strategies discussed is sequencing, whereby learners are led from practitioner modeling to independent performance, and webbing, whereby practitioners provide a context for reading or writing activities built upon the learners' prior knowledge of the topic.

## A Great Start

This is a great start toward what may be an important, effective assessment approach. It needs to be further applied and evaluated. To be used as is, the guide requires a high degree of practitioner sophistication.

# LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS

**This research was authored by Cameron Voss aided by Ellen Farrell, Alice Redman and Theresa Waltz, LSH Women's Program, 1340 Frankford Ave, Philadelphia, PA 19125, Tel: (215) 426-8610, FY 1993-94, $17,162, Project #: 98-4036.**

## A Collaborative Approach to Improvement

*The objectives of this project were to create an alternative process that empowers teachers and students to more effectively evaluate practice and progress in the adult education classroom, to examine program design and curriculum needs identified through student assessment, and to document and disseminate a model of assessment development. These objectives were all met.*

This quote from the final report succinctly presents a major change in identifying and reporting ABE learner progress — from top-down authoritarian evaluation to collaborative empowering learner-centered assessment. This process did not take place overnight. It was a continuation of work done by LSH staff members as part of the Adult Literacy Practitioner Inquiry Project sponsored by the National Center on Adult Literacy at the University of Pennsylvania.

In FY1993-94, learner-centered assessment tools such as interviews, surveys, journals, progress charts, observations and portfolios were developed and used by LSH students and teachers in three Pre-GED classes so that students could track and assess their learning progress. The teachers also participated in their own *learning assessment* by completing teacher surveys, reviewing alternative assessment methods, discussing how other programs do assessment, planning classroom activities that centered around setting goals and measuring progress, and undergoing observation by a graduate student as to their assessment practices. In keeping with this collaborative approach, project evaluation was changed from a standardized test comparison of matched groups to an evaluation of all participants via introductory, midyear and evaluatory surveys and student, teacher and administrator interviews.

## Project Documents

In addition to project-developed open-ended interview questions and student and teacher surveys, the 48-page appendix includes a bibliography and agendas of the five meetings held throughout the year by the Assessment Research group. This group consisted of the three teachers, a curriculum developer, teacher supervisor, education unit coordinator and a University of Pennsylvania graduate student. The intake and progress sheet, student goals questionnaire and individualized education plan (IEP) form are also included in the appendix along with samples of student goals, writings and interviews.

## Focus Rating

This project was rated EXCELLENT for Innovation, Effectiveness and Final Report and SUPERIOR for Adaptability. The whole project or individual surveys and forms may be used. This case management style is extremely time-consuming, and requires extra teacher training to document the process effectively.

# PROJECT PAL RESOURCES

**Project Director was Peggy Keating-Butler, CIU 10 Development Center for Adult, 540 Harrison Road, Pleasant Valley, PA 16823. Tel: (814) 359-3069. FY 1993-94, $5000, Project # 98-4023.**

## Committing Practice to Paper

Over the years, many large adult education programs have grown like Topsy, taking on additional sites, students and services as the need arose. Existing documentation as to procedures and practices was constantly being refined to meet changing inititatives and training for new progam coordinators was often by oral tradition.

The project director working with veteran coordinators in a three-county rural region of Pennsylvania reviewed, updated and extended CIU 10's documents for its PAL program and developed three manuals: *A Procedure Manual*, *A Tutor Training Manual*, and *A Tutor Handbook*. While specific to this large program that receives funding for some 35 programs in a three county area, much of the material is relevant to all literacy programs. The process and manual format can serve as effective models for any program wishing to commit practice to paper.

## The Guide to Procedures

This manual is organized to first acquaint new coordinators with the program's day-to-day procedures and monthly record-keeping responsibilities. Coordinator activities are detailed in the following nine chapters:

- *Recording attendance*
- *Assessing for skill improvement*
- *Recruitment and retention*
- *Training PAL tutors*
- *Matching the student and tutor*
- *Reports on tutor training to PDE*
- *Recognition activities*
- *Tri-annual meeting of PAL coordinators*
- *Addressing indicators of program quality*

## Tutor Training Manual

This manual provides an outline of viable topics along with a bibliography and supporting materials for developing an orientation workshop for volunteer tutors.

**Procedures Manual**

**TUTOR TRAINING MANUAL**

**TUTOR HANDBOOK**

Following a brief discussion of PAL program, tutor, student and workshop objectives, these topics are introduced:

- *Definitions: The tutor and the adult student*
- *Learning styles*
- *Learning disabilities*
- *The importance of goal setting*
- *The effective lesson*
- *Cultural diversity*
- *Assessing tutor instruction*
- *Policy and reporting procedures*
- *Tutor/staff development*

Coordinators are encouraged to develop workshops to address the cultural and educational backgrounds of volunteers and accomodate changing techniques.

## Tutor Handbook

The tutor handbook is a compilation of resources gathered from previous CIU training workshops. They address the topics in the tutor training manual and provide tutor tips, lesson planning strategies and techniques for working with adults who have special needs.

## A Useful Appendix

The appendix includes a bibliography, with a listing for the two 353 special projects that led to this manual: *Reading Skills Assessment Prescription Package or Help! (98-6027)* and *Volunteer Learning Project (99-4009)*. The most common forms used in conjunction with the PAL program and a copy of *A Learning Disabilities Digest for Literacy Providers*, published by the Learning Disabilities Association of America are also provided.

## Focus Rating

This project was rated EXCELLENT for Innovation, Adaptability and Final Report, and SUPERIOR for Effectiveness. *A good manual that can be used as a whole, as individual manuals, or as stand-alone sections. An excellent tool for tutor training and for orientation for new staff. Practical, adaptable, excellent for cost effectiveness — a lot for $5000.*

# Research on Current ABLE Services

**Conducted by Lori A. Forlizzi and Eunice N. Askov, Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756. Tel: (814) 863-3777 FY1993-94 $29,989 Project # 98-4011.**

## Literacy Service Providers

Project staff distributed surveys to 2,911 public and private organizations and individuals in an effort to develop a comprehensive database of adult literacy service providers in Pennsylvania. Of the 948 responding organizations, 325 served some 70,000 students. With a 12% return rate from employers and a 73% return rate from PDE programs, it is not surprising that the greatest number of students reported as being served are in ABE, ESL and GED categories.

**Honorable Mention**

Each area covered by the survey (services, staffing sites, methods of outreach, technology and funding) is discussed in the final report. The report's charts and graphs are clear and very readable. While the general usefulness of this research is somewhat limited because of the disappointing return, it should still be helpful to ABLE program directors as a basis for requests for funding and local in-kind support.

## ★★★ PAST WINNER ★★★

**Alternative Assessment Measures in ABE Programs — 1991— *AE 3025-679.***

***by Meryl Lazer and Rita Bean***
***University of Pittsburgh***

**Project staff helped instructors develop and test alternative assessment instruments in four very different ABLE programs:**

- ***a large adult program offering literacy, GED and technical training;***
- ***a small community-based program with volunteer literacy tutors and group GED instruction;***
- ***a small community- based program geared to women wishing to re-enter the workforce,***
- ***a specific skills training program.***

**The guidelines for developing an alternative assessment program provided by project staff are clear and easy to follow. The project concluded that informal assessment is most easily carried out when the class structure is cohesive and when program goals are clear to everyone. It takes time, commitment, and collaboration among instructors and administrators to develop, institute and continually modify informal instruction measures.**

Honorable Mention

# TRI-COUNTY OIC

## LITERACY LENDING LIBRARY

This project was developed by Carolyn and David Wisman under the direction of Jeffrey Woodyard, Tri-County OIC, Inc, 1600 Market St., Harrisburg, PA 17103. Tel: (717) 238-7318. FY 1993-94, $7,690. Project #: 98-3040.

### Easy Access to Information

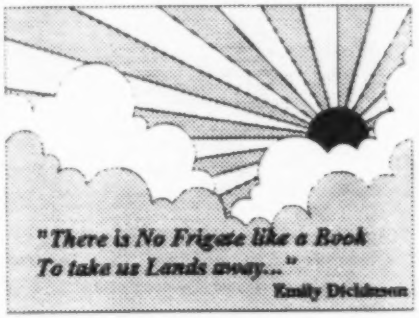
This project was designed to meet the instructional and enrichment needs of adult learners enrolled in Tri-County OIC's satellite locations in Dauphin and Perry counties. While a large collection of library books, textbooks, periodicals and other resource materials is housed at OIC's main headquarters in Harrisburg, these students have no way of knowing what materials are available and no immediate access to these resources.

Project staff developed a resource catalogue of available materials and established procedures for speedy dissemination of the selected materials to students requesting them. As it turned out, not only were the students who attended satellite classes enthusiastic about the project, but on-site students viewed the system as a confidential, non-threatening way to access information for themselves and their families.

### The Final Report

The final report provides an excellent description of the process needed to set up and evaluate a lending library from the initial survey of student interests (form included) to a discussion of project evaluations and conclusions.

The first rule of the lending library was that it could not contain any materials that were traditionally used in the classroom. The lending library sought to encourage reading for pleasure, reading for information, and reading to meet personal needs. A representative sample of adult students as well as their counselors, instructors, tutors and aides identified 23 areas of interest including beginning readers, health issues, parenting skills, history, current events, travel, and self-improvement.




There is a step-by-step description of the process used to obtain additional books, identify a storage system for the information, complete data input, and generate the product, a *mini-catalogue* of family literacy materials that accompanies the final report.

Students could take the catalogue home to review or simply browse and select books of interest from samples teachers would bring to class. They could also request that books dealing with personal issues such as child abuse or alcohol addiction be mailed to their homes.

### The Mini-Catalogue

The sample family literacy catalogue enclosed with the report provides the following information on each resource: author, book publisher, date of publication, number of books in the series, number of pages, paperback or hard cover, fiction or nonfiction, area of interest and a five to 10 word overview of the book.

Alphabetical listing of materials makes it difficult to find resources if the exact title is unknown. An index with cross references by subject area might be helpful if not prohibited by the requirements of cost and space.

### Focus Rating

This project serves as a wonderful model for programs with the time and resources to develop a library collection. However, while the final report is very thorough and the catalogue is most attractive, this project would be extremely difficult for another program to replicate.

The FOCUS panel consists of: **Jane Ditmars,** Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp,** Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline,** Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Harrisburg State Hospital; **Carol Molek, TIU** Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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Pennsylvania Adult Basic and Literacy Education

# FOCUS on Literacy

This Month

**Recruitment and Retention**

May 1995 | Volume 9, Number 6 | Sherry Royce, Editor

## IN THIS ISSUE


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- *Retaining Reluctant Learners* page 2
- *Literacy Awareness Thru Improvisation* page 2
- *Student Goals Beyond the GED* page 3
- *A Written Recruitment Plan* page 4


The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

### INNOVATION:

- Addresses major priorities,
- Creative use of resources.

### EFFECTIVENESS:

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience.

### ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

### FINAL REPORT:

- Complete description of all products included.
- Well organized ; attractive adult format.

**On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).**

Projects may be borrowed from : **AdvancE**, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541 or the **Western Adult Literacy Center**, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607 FAX. (412) 443-1310.

# UNDERSTANDING OUR YOUNGEST STUDENTS

**This project was developed by Helen Guisler under the direction of Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave. #58, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. $19,139. Project # 99-4028.**

## The Youth Challenge

"At risk youth" (teen parents, substance abusers, dropouts) often bring serious academic and behavioral problems to the ABLE classroom. This project taped the expertise of staff at the local intermediate unit and public school district as well as their own job training center to develop and deliver a series of five workshops to 20 staff members.

The final report contains a detailed description of each workshop, a list of resources that address the topic covered, and easily duplicated handouts. The only thing missing is a more detailed description of presenters' backgrounds.

## Workshop 1:

*Understanding and Working with At Risk Youth* reviews the developmental tasks and needs of adolsecents and provides a profile for high risk youth. The issues and special needs faced by children of alcoholics and children from pain filled homes are give special attention. Participants are helped to identify personal/programmatic qualities that would be effective in working with at rick youth.

## Workshop 2

The *Curriculum Based Assessment* (CBA) component was presented by a certified school psychologist. CBA meaures the student **only** in relation to what he or she has gained from instruction. Without any comparitive bias, it enables the instructor to ascertain the rate and effort needed by an individual student to acquire and retain accurately information presented.

## Workshop 3

The *Learning Strategies with Late Adolescents* compenent was presented by a L.D. high school teachers who described, demonstrated and assisted participants to apply the provides the following strategies: Hot Topics, Tips, Cards, Rap and Mnemonics.

## Workshop 4

The Michael Valentine model was reviewed in the fourth workshop. *How To Deal with Discipline Problems*. This approach had participants examining their belief systems about *acting-out* behaviors, reviewing old patterns and learning new techniques for teacher-student communication.

## Workshop 5

This wrap-up, entitled *Applied Experience*, gave participants a change to discuss their experiences and review questions and difficult case studies with all the presenters.

## Focus Rating:

This project was rated EXCELLENT for Final Report, SUPERIOR for Effectiveness and Adaptability and SUPERIOR+ for Innovation. Focus Panelists noted that the project was cost effective in that it is easily replicated.

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

# FOCUS ON THE WORKPLACE:

***An Alternative High School Collaborative Project to Reclaim Recent H.S. Dropouts***

**This project was developed by Jane Schrock and Barbara Mooney, Community Action Southwest, 22 W High Street, Waynesburg, PA 15370. Tel: (412) 852-2893. FY 1993-94. $16,882. Project #: 98-4028.**

## An Alternative H S Diploma Program

This project demonstrated that adult education services within a school district could provide incentive and a method for recent high school dropouts to earn a high school diploma without returning to school for traditional classes. The population served were eight adults who would not have been able to achieve a dipoma via the GED test route due to special education or learning problems.

## Recruitment and Enrollment

Community Action Southwest (CAS) staff working closely with Central Greene School District guidance counselors identified 85 recent high school dropouts. Of the 15 adults that met school district requirements, nine received math and reading assessments to determine their basic academic levels.

One student was not accepted into the program when his scores showed he could easily pass the GED. High School transcripts were reviewed, credits needed to graduate determined and Individual Learning Plans (ILPs) created for eight potential enrollees. ILPs, developed over the course of six weeks, addressed each student's interests and academic needs in conjunction with school district requirements and workforce literacy needs. After an interview where potential participants met district staff, the adult education coordinator and instructors, all eight were accepted into the program.

## Procedures and Results

Classes were held for three hours once a week for six months. Supplementary activities included speakers from the community, job shadowing and field trips. In addition, students could receive tutoring or meet individually with instructors at the CAS office two afternoons per week.

Students' portfolios documenting completion of assignments were submitted to the school district and diplomas were awarded four of eight participants within the program year. Two students dropped out of the program and two others were granted an addition three months to complete program requirements.

## Focus Rating

This project was rated SUPERIOR+ for Innovation, Effectiveness and Final Report and GOOD+ for Adaptability. The final report is extremely detailed, easy to follow and duplicate provided your school district is willing to grant alternative diplomas.

# *Literacy Awareness Through Improvisations*

## Honorable Mention

Developed by Marcia Anderson and Virginia Durbin, Adult Literacy Lawrence County, New Castle Public Library, 207 E North Street, New Castle, PA 16101. TEL: (412) 654-1500. FY 1993-94 $4,258. Project # 99-4009

## Drama for Awareness and Recruitment

This project produced a videotape for use in tutor-training workshops when *live* skits by volunteer *actors* were not feasible. The product was also found to be effective for community awareness and tutor recruitment purposes. The accompanying manual provides *Clues* and *Coping Behaviors* that can help tutors or referring agencies identify adults with literacy problems. Each of the seven skits presents situations that may prove difficult for adults lacking literacy skills such as:

- Inability to read a letter from school
- Fear of taking a written test at work
- Difficulty in finding a job after dropping out
- Difficulty in understanding food labels
- Inability to fill out a job application alone
- Lack of family support for education
- Lack of self esteem

The manual also contains discussion questions to be used by the facilitator following the presentation of each skit. This tape was shown to more than 45 people during FY 1993-94.

## ★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing the areas of:

### Recruitment

- ***1990 Enactment*** *by Marilyn Potter and Eleanor Highfield, Susquehanna County Volunteer Literacy Council.* ***AE 3025-628.***

  Enactment initiated an improvisational theatre group that developed eight skits dramatizing the problems faced by adult illiterates. During 1989-90, some 29 performances were given to 3,400 people.

- ***1991 Word of Mouth Recruitment*** *by Monica Kindig and Paula Geiman, Mid-State Literacy Council.* ***AE 3025-680***

  This project produced a professional-quality 15-minute videotape and reference guide that can be used by a knowledgeable tutor to inform human service professionals about the problems of illiteracy, and help them identify educationally disadvantaged adults and refer them to ABLE programs.

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**Project Re-Entry** by Lee Knisely and Jeff Woodyard, Tri-County OIC, Inc., Harrisburg **Project #98-2053.**

This project developed a system for tracking *non-completers*: former students who took at least one GED tests but had not completed the battery or still lacked the points to be awarded a GED certificate.

### Retention

- ***1991 Improving Retention in ABE*** *by Allan Quigley, Penn State Center for Continuing and Graduate Education, Monroeville.* ***AdvancE AE 4100-106.*** *A revised edition is available from PSU Institute for the Study of Adult Literacy, 204 Calder Way, STE 209, University Park, PA 16801.*

  In-depth interviews were used to contrast and compare the attitudes of 20 ABE students who persisted in their studies with 17 *Reluctant Learners* who dropped out in the initial three weeks of class without citing illness, lack or day care of financial problems.

  The study calls for a reexamination of the role of the ABE counselor, a carefully planned intake process, and recommends an academically challenging curriculum, more teacher attention and/or one-on-one tutoring. Many of these suggestions were followed in the research project, *Retaining Reluctant Learners*, featured on page 3.

- ***Project Drop In*** *by Helen Gubler and Carol Molek, TIU Adult Education and Job Training Center, Lewisburg.* ***Project #98-2013.***

  This project developed an intake assessment strategy and Individualized Enrollment Plan (IEP) for students-at-risk: those learners who are at risk of dropping out but who have strengths with which to work.

  This plan details attendance, transportation, child care, support systems and student attitudes as well as educational goals. Of 20 students identified as *at-risk*, 16 completed or are completing their education.

# Transition Time: Student Goals beyond the GED

**project Director was Theresa Waltz, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel. (717)) 893-4038. FY 93-94,15,572. Project # 99-4007.**

## Expanding the Curriculum

Most GED classes tend to focus on the skills needed to pass the GED test to the exclusion of the skills and resources adult learners need to take the next step to higher education or training. This project developed a manual that will enable GED teachers to incorporate career planning and goal-setting activities into a curriculum that stresses the critical thinking, reading comprehension and writing skills necessary for successful completion of the GED.

## Transition Time Manual

***Transition Time,*** a 116-page manual offers a series of nine workshops to be presented throughout the GED course. There are also *Notes for Teachers*, a pre-test and post-test, and a list of resources. Each workshop begins with a statement of objectives and a list of materials and activities to be covered.

### *Workshop 1*

*Getting Organized* should be presented early in the term as it will help adult students with current organization and time management as well give them an incentive to start planning for the future.

### *Workshop 2*

*Self Exploration* encourages adult learners to explore possible career choices by identifying and committing to writing an inventory of their existing skills, interests and values. They examine resources (Occupational Outlook Handbook) that will help them match their personal strengths and preferences with existing job opportunities.

### *Workshop 3*

Students learn that *Goal Setting* should be specific, measurable and realistic. They develop a plan of accomplishment and determine how to reach long-term goals through a series of short range sub-goals.

### *Workshop 4*

*Counseling and Financial Aid* discussions cover Pell Grants, Perkins Loans and Work-Study programs. Counselors and welfare case managers are scheduled to speak in the classroom and a bibliography of financial aid books is provided.

### *Workshop 5*

The *Job Training Programs* workshop not only informs adult about the offices to contact to be considered for these positions but warns them about the financial dangers inherent in signing up for *guaranteed* government loans through proprietary schools.

### *Workshop 6*

The *College* workshop explains terms used when talking about college, defines different attendance options and discusses general admission procedures.

### *Workshop 7*

The goal of the *Looking for a Job* workshop is to empower learners to take control of their job search by knowing where to find help when looking for a job and by devising a plan to meet their objectives.

### *Workshop 8*

*Overcoming Barriers to Success* discusses strategies to overcome seemingly insurmountable barriers to job training or higher education such as:

- *lack of child care - lack of transportation*
- *finances - feeling alone - lack of self esteem*
- *bad health - too old*
- *pressure from others to succeed*
- *pressure from peers not to succeed*
- *mate not supportive of their success*

## Focus Rating

This project was rated SUPERIOR+ for Final Report, SUPERIOR for Innovation and Adaptability and GOOD+ for Effectiveness. A thorough concise manual that can be used as a needs assessment for students to determine future goals.

# Retaining Reluctant Learners in ABE Through The Student Intake Period

**Honorable Mention**

**This project was developed cooperatively with the PSU Institute for the Study of Adult Literacy by Allan Quigley, PSU Center for Continuing and Graduate Education, 4518 Northern Pike, Monroeville, PA 15146 . Tel: (412) 836-1255. FY 1993-94. $12, 285. Project #: 98-3036.**

## An Area of Critical Concern

Reluctant learners comprise some 30% of *at-risk* ABLE students at enrollment. Unlike ABE students who leave classes due to external pressures (finances, health, child care), reluctant learners have attitudinal problems that *can be addressed*. This study sought to:

- *develop a testing/counseling intake program to identify reluctant learners*
- *provide intake staff with program referral guidelines for reluctant learners*
- *provide recommendations for teaching reluctant learners*
- *form the basis for learning style teaching techniques for reluctant learners*

## Research Procedures

Four groups of 5 reluctant learners were identified using the *Prior Schooling and Self-Perception Inventory* and verified using the *Group Imbedded Figures Test*. Test Group 1, the control group, received no special invention, while Group 2, received team support via increased teacher-counselor attention while attending regular classes. Group 3, was referred to small group classes where there was more peer interaction, and Group 4 received one-on-one tutoring.

## Results and Recommendations

Reluctant learners who were assigned to treatment groups were retained longer than those in the control group. One member of the team support group completed the GED; three members of the small group peer support group completed the three months attendance requirement and two members of the tutoring group completed more than three months or passed the GED. All of the control group members either quit the program, were terminated or were reassigned to the program under court mandate.

Other research data collected suggests that reluctant learners in this study had a *high field dependency* — a need for organization in the environment, a need for articulation and belonging. These traits appear related to an extrovert personality and a global learning style.

A lot of teacher care (TLC) will initially do little to retain this population, who are fearful of teachers and the traditional school environment. Reluctant learners *trust* counselors and seem to be better retained in small group instructional situations.

# A WRITTEN RECRUITMENT PLAN FOR ABE/LITERACY PROGRAMS

★★★★

**This project was developed by Karen Mundie, Jodi Greenwald Golumb, and Arlene Cianelli, Greater Pittsburgh Literacy Council, 100 Sheridan Square, Pittsburgh, PA 15206. Tel: (412) 661-7323. FY 1993-94. $4,360. Project #: 98-4001.**

## An Organized Approach to Recruitment

Addressed specifically to Objective 6 of Pennsylvania's Indicators of Program Quality, this plan formalizes the oft haphazard experiential process of recruiting students and volunteers. The plan was distributed to interested agencies attending the Penn-Ohio conference in November by staff of the Greater Pittsburgh Literacy Council (GPLC). The feedback was positive and resulted in some language changes and the addition of a glossary, introduction, and other notations.

This plan includes eight objectives, with action steps for each of the objectives. It assigns responsibilities for each of the steps and provides a "maintenance" schedule indicating exactly when and how often a step should be repeated.

## Recruitment Objectives

1. *Staff will utilize social service agencies and community organizations for referral of students and tutors.*
2. *Agency will utilize volunteers to support the work of all staff positions.*
3. *Agency will include volunteers and students as important members of the recruitment team.*
4. *Staff will utilize the media to increase public awareness of the agency's activities and mission.*
5. *Agency will increase its use of the Speakers Bureau for recruitment.*
6. *Staff will work with influential organizations and individuals who can serve as community resource contacts.*
7. *Staff will develop site committees for all neighborhood sites.*
8. *Staff will establish a recruitment committee to respond to specific area needs and to monitor the progress of the recruitment plan.*

## Volunteer Opportunities

Volunteers have come a long way from simply serving as tutors for one-on-one literacy instruction. The list of job opportunities available to volunteers working with staff at the Greater Pittsburgh Literacy Council was one of the most interesting documents in the final report. These included:

- *Tutor*
- *Small Group Tutor*
- *Book Club Leader*
- *Student/Interviewer/Tester*
- *Student/Tutor/Site Recruiter*
- *Workshop Coordinator*
- *Office Assistant*
- *Public Speaker*
- *Tutor Trainer*
- *Fundraising, PR Assistant*
- *Library Assistant*

## Project Results and Evaluation

GPLC's evaluation of the project is weak (i.e., several agency completed a questionnaire about the value of disseminating the plan). However, their forthright description of their experience in putting the recruitment plan in place in its initial year will be helpful to other agencies planning to take similar steps.

## Focus Rating

This project was rated EXCELLENT for Adaptability and Final Report, SUPERIOR for Innovation, and SUPERIOR for Effectiveness. It would be helpful to see some hard data on the success of the different aspects of the plan.

**Please Complete THE READER SURVEY and return to Sherry Royce by May 25, 1995.**

The FOCUS panel consists of: Jane Ditmars, Region 7 Staff Development Coordinator; Carol Goertzel, Executive Director, WAWA, Inc; Chris Kemp, Resource Specialist, Western PA Adult Literacy Resource Center; Kathy Kline, Executive Director, Adult Learning Center, Inc.; Joan Leopold, Harrisburg State Hospital; Carol Molek, TIU Adult Education and Job Training Center, and Sherry Royce, Focus Editor.

**FOCUS BULLETINS** are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvancE, 11th Fl, PDE, 333 Market St., Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Tel: (717) 783-9192 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA 15044. Tel: (800) 446-5607. Fax: (412) 443-1310.

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